

BUSINESS EDUCATION WORLD

May, 1956



EBTA Convention

Left: Cortez Peters, speed expert, types to music.

Right: D. D. Lessenberry gives keynote speech at general meeting.

GIVE THE STUDENT A BREAK **PAGE 11**

Special Section: SEMESTER TESTS **PAGE 29**

Underwood Bulletin Board

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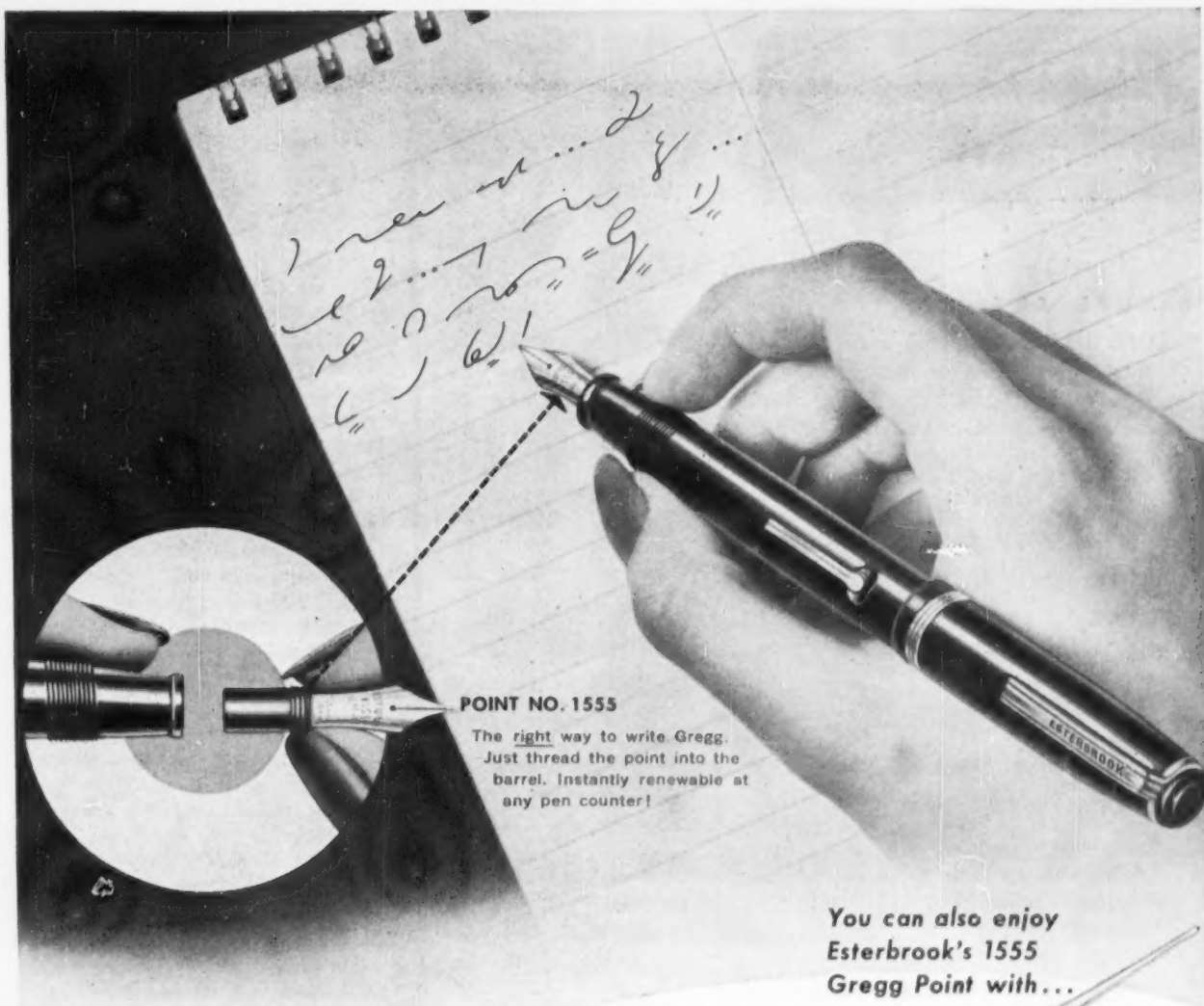
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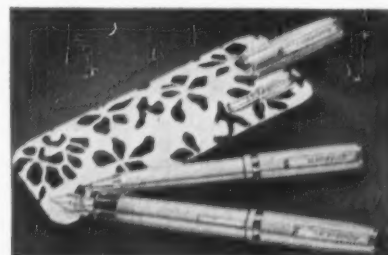
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MAY 1956

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Challenge and Response

To the Editor:

... I wanted to compliment you on the excellent series you have included in the March issue on letter writing. These are the kinds of articles that should help the classroom teacher do a more effective job.

However, I did want to call your attention to, and raise a question concerning, the summary that Dick Mount included with his article on page 23 of that issue. I am wondering if his conclusions are based on the "evidence" he collected in his study—or are his opinions (or the editors')?

For example: Item 3 would lead the reader to believe that an analysis was made of the results that the writers obtained from letters of various lengths—short letters receiving greater returns than long letters—and letters of 140 words being the most effective in getting the desired results. Actually, no such evidence is presented in the article—all that is presented is the fact that the letters averaged 140.4 words.

I am especially concerned, however, with the first sentence in Item 5: "Errors in spelling are *extremely flagrant* in letter writing." (Italics mine.) This is the type of statement that will be picked up and quoted by those who have a complaint against public education. According to my calculations, the degree of accuracy in these letters is 99.963—or a better score than Ivory Soap!

Perhaps I am making too much of several "small" points. However, it appears to me that both these conclusions are not based on evidence and are the type of conclusions that bring so-called research in our field into ill repute...

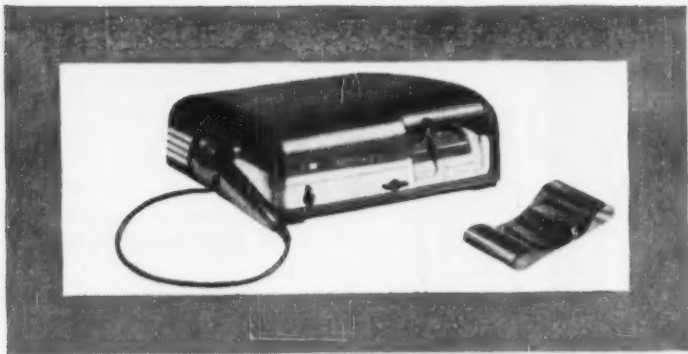
FRED S. COOK
Assistant Professor
Business Education
Stanford University
Stanford, California

Mr. Mount's answer:

... Regarding Dr. Cook's criticism ... this was an assignment to undergraduate Business Communications students and was not intended as a research assignment as such.

Now, to get down to the specific criticisms made by Dr. Cook:

(Continued on page 4)



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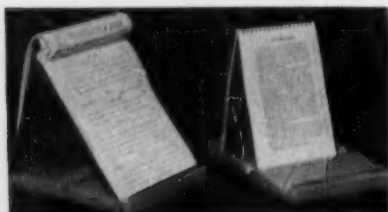
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LETTERS (Continued from page 2)

(1) Item 3: "Writers are getting better results from one-page letters" is an opinion and, I believe, a logical conclusion, or longer letters would be used. I didn't assume that anyone would interpret this as infallible research, as Dr. Cook seemingly thinks it should be.

(2) Item 5: My statements that "errors in spelling are extremely flagrant in letter writing" is defensible, I believe, when 5 per cent of the letters are unmailable because of inaccuracies in spelling. It depends, of course, on how the critic defines and applies "extremely flagrant."

Personally, I am not too concerned about laymen bringing Business Education into ill repute because of my implication that many of our typists, stenographers, and businessmen are weak in spelling—many of them are. Perhaps Business Education should have a prod regarding the need in this area, and put more emphasis on spelling in all our high school and college business classes.

DICK MOUNT
Associate Professor
Business Education
Arizona State College
Tempe, Arizona

TRANSCRIPTION Reprint Available

A 12-page reprint of the series, "HOW TO TEACH TRANSCRIPTION," is now available at a cost of 25 cents a copy. It consists of four articles (the last of which appears in this issue) that constitute a detailed outline for conducting a transcription course. The articles are entitled, "What, When, How—a Survey" (George A. Wagoner), "Teaching Punctuation in Transcription" (Elise Davis), "How to Integrate Transcription Skills" (Ruth I. Anderson), and "How to Evaluate Transcription" (George A. Wagoner).

Requests for copies of the reprint should be addressed to: Reprint Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, New York.

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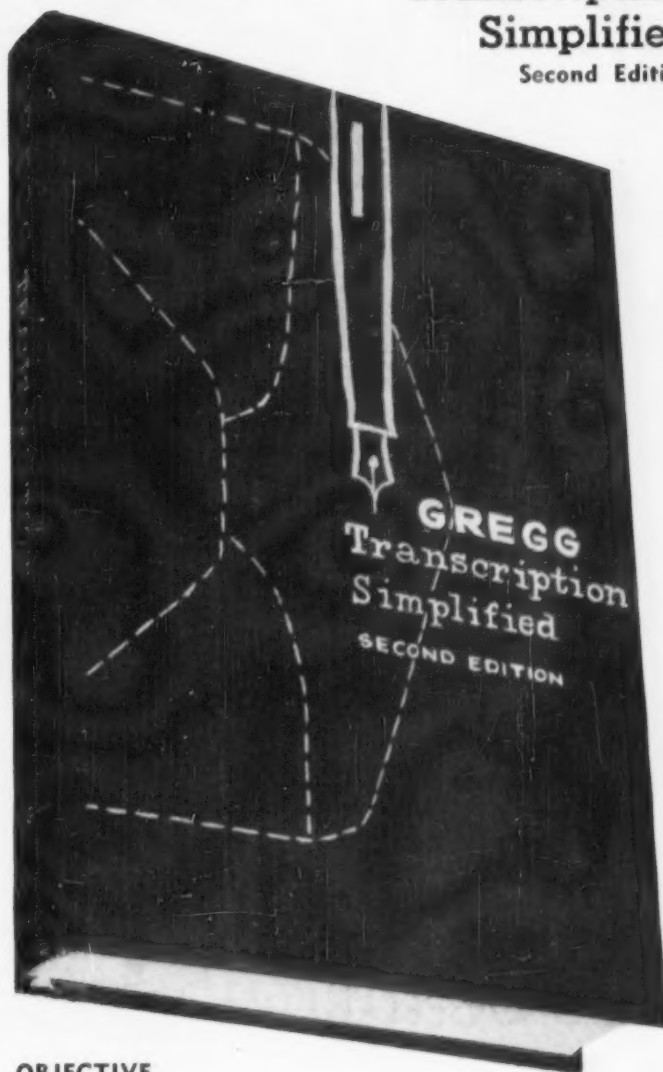
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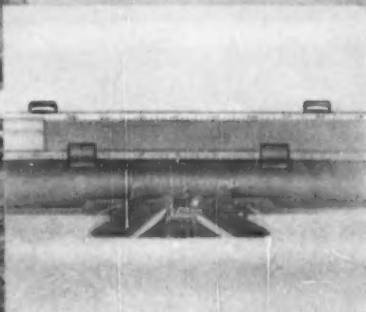
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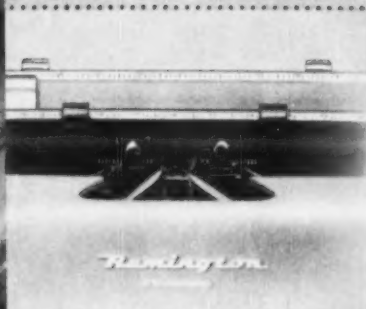


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MAY, 1956



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Business Scene

Ike Makes Business Happy

The nation's business outlook for the short run is very good, now that President Eisenhower has said he will be a candidate again. Indeed, one of the big questions now posed is whether the economic exuberance touched off by the President's decision will, in turn, touch off a speculative boom.

The McGraw-Hill Department of Economics, McGraw-Hill Publishing Company, does not anticipate such a boom, however, for three reasons: 1. If necessary, the national monetary authorities will take strong measures against the flow of money for speculative purposes. 2. There are still many sobering political uncertainties to be resolved in this Presidential campaign year. 3. Most important, our economy now is geared up so it can produce almost everything abundantly. It is scarcity—including scarcity of good sense—that provides the most pliable ingredient of speculative booms.

The nation's long-run business outlook is better also, says the Department of Economics, for Eisenhower's "yes" lengthens the odds on a continuation of the economic policies pursued by the Administration for the past three years. This stability is further strengthened by the fact that both major parties are moving more and more toward the middle of the road in economic policy. On this basis, the moderates will very probably be in charge of internal economic policy for the next few years, no matter which party wins in November.

The most important difference between the two parties on this point is on how best to promote industrial expansion and development. The Democrats contend that the best way to do it is to see that the great mass of consumers has plenty of money to spend. The demands they then make on the market, Democrats believe, will prompt businessmen to expand in order to meet those demands. The Republicans think that prosperity is best promoted by giving business firms direct incentives to expand and improve their producing facilities.

Presently our economy is operating under the Republican plan. In viewing the future, the McGraw-Hill Department of Economics speculates that

the current prosperity, plus Eisenhower's personal prosperity, may well turn the President's promise to run again into a promise of no change in our national economic policies. This makes business happy.

Free-World Car Production Up

Free-world production of cars and trucks went up by 38 per cent last year, the same gain made by its U. S. counterpart. Total free-world production last year, according to a study made by *American Automobile*, was 12,750,000 cars and trucks. More than 9,000,000 of these were produced in this country.

Western Europe was next, with 2.8-million of such vehicles. Canada produced 451,000; Japan, 165,000; and Australia, 65,000. Leading the individual producers overseas was the British Motor Corporation, with 469,000. Germany's Volkswagen was next with 330,000. Third place went to Ford of England, with 307,000.

Actors Win Five-Day Week

Hollywood actors have won a five-day, 44-hour work week under an agreement between the Screen Actors Guild and the Association of Motion Picture Producers. The actors had previously worked a six-day, 48-hour week.

The contract also provided that bit players who are hired by the day are to get a \$10-a-day increase, to a minimum of \$80. Those hired by the week will receive a \$35-a-week boost to \$285. Other groups will get corresponding increases. The new contract began April 1.

Buy Cakes on Sidewalk

Sidewalk vending machines, a common sight in Europe, are becoming more frequent in this country. Hanscom Brothers, Inc., a 25-shop Philadelphia pastry chain has opened a 24-hour service by installing such a machine at one of its stores. The purchaser has a choice of four items. He dials the item he desires by its number. He sticks in the coins indicated—and out comes the package from a slot. If the idea proves successful, Hanscom will probably try it in its other stores.

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AMERICAN BUSINESS operates on trust. It couldn't exist without it. Our whole private enterprise system is based on the average American's ability to distinguish between a man of integrity and a dishonest person. Many a businessman today owes his success to someone else's faith in his integrity, when his collateral consisted mostly of his potential ability and his innate honesty.

How many of us teachers apply the average ability to distinguish the genuine from the spurious, when we deal with students? Do we treat the honest, dependable majority of them as they deserve to be treated? Or do we govern our actions toward all students by rules of conduct that should be applied only when dealing with the spoiled, cheating minority?

Someone has said that the untrustworthy minority comprises as high as

MAY 1956
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**BUSINESS
EDUCATION
WORLD**



27 per cent of the class. This is still a decided *minority*. Let's start analyzing our attitudes towards our students. If we haven't been doing so, let's start giving that 73 per cent majority the treatment it deserves.

"When in doubt, leave it out" is a maxim of punctuation that has eliminated many a superfluous comma. Likewise, "When in doubt, write it out" is a shorthand adage that has produced many a legible outline, in lieu of an indecipherable shortcut.

Somebody ought to coin a third saying, which teachers could judiciously apply to doubtful student-teacher situations: "*When in doubt, give the student a break.*" Whether it be a question of borderline grades, of excused absences, or of whether or not the student is telling the truth—when in doubt, give the student a break. Every time!

Did It Happen to You?

We can almost hear your comments: "Well, if I let my students get by easily when it comes to grades, they'll walk all over me." "Humph! Once they get the idea you're an easy marker, they won't even try." "If you let them get away with cheating and lying, you aren't helping them to develop proper character traits. And students do cheat and lie. Don't be so naive."

We quite agree with all these comments—up to a point. Remember, we said: "When in doubt—." Let's examine this grade question again. The headaches of teachers over grades are nothing compared to the heartaches of students, of course. Think back to some incident when *you* were on the receiving end of grades. That brings it closer to the sensitive spot, doesn't it? What teacher is there who hasn't at some time burned with righteous indignation, been discouraged, or wept bitter adolescent tears over a grade given him?

You, scowling there. Yours came in high school, didn't it? You were the victim of a teacher who had been exposed to "curves," and who graded on a curve regardless of whether or not the conditions necessary for a

reliable curve applied. There were exactly sixteen in your class in that small high school. And you had this teacher in two classes for three straight years. Along with her curves, she had a pet formula that she'd picked up somewhere, which went like this: 7 per cent, A's; 13 per cent, B's; 60 per cent, C's; 13 per cent, D's; and 7 per cent, F's. In a class of sixteen, that translated into one A, two B's, ten C's, two D's, and one F. Once in a while she became big-hearted and boosted the F up to a low D.

You were a good student, weren't you? You had big dreams of being a doctor. And you worked hard because you knew you needed high marks to get into medical school. She knew all that, too. But, of course, she couldn't give you a mark you had not earned; and, according to her curve, you usually got a C because you were usually fourth from the top. Sometimes there wasn't more than four points difference in the whole class, either—it was a good class. But that long string of C's didn't look so good to the medical school at the particular time you were graduated. So you didn't get in. What do you suppose would have happened if she had given you a break commensurate with your dreams and ability?

You, over there! Why frown over a 98 on that Accounting exam? That looks practically perfect, we'd say. "That's just the point," you say. "Why, that old geezer calmly announced beforehand, 'Now you needn't think anybody is smart enough to get a perfect test mark. We find something wrong with every paper, if we have to put it under a microscope.' So what did they do? Docked me two points because I set up *Salary Expense* instead of *Wage Expense* as an account heading. The crummy two points don't bother me—but the prof's attitude sure does!"

At all levels of learning, in all kinds of classes, teachers are grading as low as possible instead of as high as possible. Why? *Why?* What is gained when a teacher grades as low as possible? Lots of things, but seldom good. Feelings of resentment, frustration;

Giving the PRO

- You show consideration and courtesy
- You imply confidence in the individual and his integrity
- You treat the majority justly, rather than as the conduct of the minority merits
- You give the individual a high standard of ethics
- You build up the students' self-confidence
- You build rapport between student and teacher
- You make the student want to live up to the teacher's high opinion of him
- You individualize teacher-learning situations



student a break

and CON

- You baby the students
- You make the teacher an easy marker
- You encourage students just to get by
- You never inspire the students' best effort
- You demoralize effective discipline
- You wreak havoc with standards and systems
- You encourage self-centeredness
- You make it easy for the student to be dishonest

dislike for the teacher or subject, or both; a loss of confidence; a "what's the use" attitude.

Why not give the student a break? Is he a borderline B-minus? Now, there's a weighty educational problem, for sure! Your school doesn't record pluses or minuses. You have to put him in either the B or the C group. He really isn't a B—just *almost*. And it will look bad if you have too many B's. Besides, he really isn't a B, so the B would give a false picture of his ability.

But won't the C give a false picture, too? He was almost a B, remember. Why not give him a break and put him down for a B? What's there to lose? Might there not, in fact, be a lot to gain?

"Not so fast," somebody says. "There might be a lot to lose. I might get the reputation of being an easy marker. Students will quit studying for me because they think they'll pass, anyway. And the administration won't like too many high marks, either."

"Oh, *tommyrot*," to the first answer! And "What of it?" to the second. We didn't suggest giving every student a grade he doesn't deserve or hasn't earned. We said: "Give him a break if he is a *borderline* case at any grade level."

You won't be classed as an easy marker, but as a really fair instructor. Chances are your students will begin to work harder because they know that their efforts will merit their just desserts, in your class at least.

There are many times when you can give a student a break when he is absent or tardy. We are not implying that teachers should put up with any old excuse. But in doubtful cases, if you have reason to believe that the student is a person of integrity, why not take his word for it? That's a courtesy we would extend a tradesperson, a business acquaintance, or a friend. Why not a student, too?

Did anything like this ever happen to you? Compare Case A and Case B. *Case A:* The milkman pulls up on a bad wintry morning just as you're driving away, almost late for your

first class. (He usually arrives a half-hour earlier.) Hiding your exasperation at having to get out and put your milk indoors, so it won't freeze, you accept the driver's explanation at its face value. "Sorry I wasn't here sooner," he says, "but this storm has traffic all snarled up."

"That's all right," you say. "This looks like the worst storm of the winter."

Case B: Same morning—a little later. A student comes into your first class ten minutes late, gives the clock a guilty look, and says, "I'm sorry, but it took forty-five minutes to drive the same distance I usually make in twenty." And what happens? Do you hide your exasperation? Three cheers if you do! But you probably let him have the brunt of what you wanted to tell the milkman. "When will you students learn that you just have to start earlier on bad mornings? It's your responsibility to get to class on time regardless of the weather. You'll just have to take today's timed writing without any warmup drill."

"That's an exaggeration," somebody is saying. "Nobody treats students like that." Oh, no? Think back in your own case. Did anybody ever roast you for being tardy or absent?

Special Favors

Students should be no exception when it comes to special favors and considerations. If granting a student a special request doesn't penalize others, why not do it?

Again, we can hear the cries of indignation. "So you're going to play favorites, huh? Well, *not* me! I treat all my students alike. What's fair for one is fair for all."

But all students don't want the same things. Too often some of us are prone to hold to some policy just for the sake of avoiding an avalanche of something or other that isn't even a remote possibility. We make rules and hold to them absolutely, instead of generally. The rules become more important than the students. For example:

Jim, a college student, sees his enrollment officer during the "drop and



Give the
student
a break



add" period; he asks for a change in Intermediate Typing from the four o'clock section in the afternoon to the ten o'clock section in the morning. He has already found out that there is an opening in the ten o'clock section. He'd like to get it.

Does the instructor just say, "All right, Jim. I'm glad we can accommodate you so easily"? Let's hope he does. But all too often Jim may hear something like this: "Why do you want to get out of the late afternoon section? Oh—just because it's a lousy hour for typing. You know, nobody else likes those late afternoon sections, either; but *somebody* has to take them. I can't let you change just because you don't happen to like the hour."

In the name of all that's reasonable, why not? In nine cases out of ten, we'd be glad to do such a simple favor for a friend. Isn't Jim, our student, a friend, too? We're not going to start a mass exodus from the afternoon section. There aren't that many openings left in other sections, or that many people wanting to get out.

Then take Mary. Mary comes to her enrollment officer and says, "I just *know*: I'm going to flunk Econ because I have Mr. Whattsis, and he and I just don't get along. He's so brilliant he scares me to death. Sometimes I think he can't comprehend that people can be just as plain mentally as I am. Could I *please* be transferred to Mr. Soandso's section?"

What happens? Isn't something like this said to Mary? "I can't let you change sections just because you prefer another professor, Mary. After all, if we did that, some 'easy' or popular instructors would be swamped while others had no students at all. Besides, one of the things you came to college to learn was how to get along with all kinds of people. Furthermore (and can't you hear the adviser getting warmed up—but good?), life isn't going to put you next to the people you like and enjoy. I'm sorry, Mary. I can't let you change just because you think you'll do better in another section."

In the name of Mary's optimum development—not to mention her rapport with the teacher—why not? Some personalities just rub each other the wrong way. That selfsame adviser would go all out among her own friends to see that those who didn't get along well weren't thrown together. The same evening after she's been so firm with Mary, she's quite apt to tell her husband: "We're having the Browns, the Smiths, and the Coles to dinner. It would make a nice two-table bridge game, but I don't dare try it. Jim Cole's bridge playing drives Sue Brown nuts. He's such a slow, deliberate player; and he gets irritated the moment he sees he's going to have to play with her. We'll just have to do something else."

Talk about inconsistency of behavior! The same individual will spare a dinner guest an evening with irritating company, yet suggest that Mary adjusts to a personality she doesn't click with, for a whole semester. Why shouldn't Mary receive as much consideration as a dinner guest?

Cheating and Lying

Lying and cheating are hard to cope with, of course. "Remember," you say, "that 27 per cent will lie and cheat. They'll have a field day if you apply your 'Give 'em a break' principle indiscriminately."

Again, you are so right with your objection. But this "Give the student a break" idea is never to be extended to those you have good reason to believe would abuse it. If, on the other hand, you have every reason to believe that a student is a person of integrity, why not pay him the *same* compliment you would pay a friend or a business acquaintance?

Beverly, one of your top Transcription students, isn't quite through with her test when the bell rings, because she tried for two speeds today, about twice as much work as was required. As she turns in her work, she says, "I'm pretty sure I got all this second take, but I didn't have time to finish it. May I hand it in like this and come around and finish it later?"

It's a good idea, but you and Beverly would have a hard time working out a "sometime later" that will fit both your busy schedules. So why not say: "Take it with you if you want to, Beverly, and put it in my mailbox when it's finished. I know that I can trust you not to consult anyone about it."

O. K., we're ducking. Let the barrage fly! "Dreamer! How naive can you be? If you let one student do that, you'll have to let them all have the same privilege. Now won't that be one for the books when everybody finishes the test *outside* of class?"

Just a minute. We'll answer those in order. First, we're going to be dumb enough to trust a student who has impressed us as being trustworthy in a case like this. We are going to pay our students the same compliment that the banker pays the businessman who has established a record for integrity, when he extends the man credit in a situation where it is needed. Beverly needed such an extension on this particular day.

Second, we are *not* going to extend the same privilege to all students—only to students who have proved their integrity and who need the privilege. Virginia, who always tries to cheat before our very eyes, will never be allowed such a privilege. Susie, who dawdles through a test, won't be allowed to finish her test at home either.

Third, this practice will never be applied indiscriminately. And the students aren't going to be expecting it, either.

Of course, you can't just throw discretion to the winds and say, "From here on everything in my classroom is going to be sweetness and light. I'm going to trust everybody, give everybody high grades, and grant everybody's slightest whim." Everything would fall apart then—but fast!

That isn't what we mean when we say, "Let's give the student a break." We have to apply the principle with discernment, with a careful look at each individual situation, just as the businessman does. And sometimes we

will make mistakes. We will make some mistakes in judgment, and some of our students will take advantage of us. Some will abuse the privilege and get away with something they shouldn't.

BUT—

For every student who takes advantage of our faith in him, there will be at least two (in fact, we would cheerfully hazard *ten* rather than two) who will benefit from our giving them a break, and who deserve to get that break.

Compare the "pro" and "con" lists on pages 12-13. To me, the "pro" list sounds more like the suitable objectives of education than the other.

Accentuate the Positive

Even if the principle doesn't *always* work out ideally, it will achieve more that is fine and good than does the opposite system of never giving the student the benefit of the doubt. The student who refrains from cheating only because he might get caught is not building particularly high ethical or moral values. If he is honest only because he fears detection, not much character education has taken place. And, for every student who does his best because his teacher is tough, we will wager there are two or more who get discouraged and say, "What's the use?" These two might plug away if they thought the teacher would give them all the credit they earned.

The majority of students are fair-minded. They don't want to be pampered. They just want a square deal. Who doesn't? Look how mad the crowd gets when the umpire calls a close play the wrong way. Listen to their hoots of derision when the football referee slaps on penalty after penalty. Students get mad, too—inside—when teachers perpetually "call 'em close."

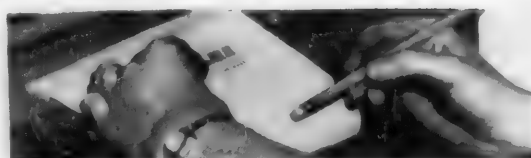
Let's treat students with the same consideration and trust that we accord other people—that we like to have accorded us. Students, for the most part, are a wonderfully fine lot of individuals. Let's treat them as if they were. Let's give them a break!



HOW TO TEACH



TRANSCRIPTION



4. How to Evaluate Transcription

GEORGE A. WAGONER, University of Tennessee, Knoxville

TRANSSCRIPTION, as presented in this series of four articles, consists of two phases—long takes and mailable letters. Since each of these types of transcription is used for a different purpose, each must be evaluated in a different way.

Long takes are used to measure progress in dictation and transcription speeds. In mailable letters, accuracy is most important. Errors are permitted in long takes, but not in mailable letters.

Long Takes

The evaluation of long takes involves a careful selection of material, a planned routine of administering the tests, and a systematic method of grading. They are treated separately.

TEST MATERIAL must be chosen carefully. The material should not include points of punctuation that have not been reviewed in class. Capitalization and numbers must be limited at first. Revisions are necessary, therefore, in most copy before using it as a test. Students should not be forced into making errors on points recently reviewed. Difficult spellings and commonly confused words should be included in the tests only after they have been reviewed in class. The use of a dictionary should be permitted, however, so that students with individual spelling problems may look up words.

Recommended sources of test materials include the text, *Preview Dictation*, which contains tests for each 10-word interval after 50, and the

magazine, *Business Teacher*, which contains tests at 60, 80, 100, and 120 w a m. (The alternate take in *Business Teacher* may be marked for a speed of 70 or 90.) Since these takes are not graded by punctuation, a teacher must modify the wording and punctuation of the low speeds in order to fit the amount of instruction he has given prior to the test. McClimon has revised a series of published tests to fit a plan of punctuation instruction. [Anita McClimon, "A Revision of Published Shorthand Dictation Material According to a Prescribed Plan of Punctuation Instruction," unpublished master's thesis, The University of Tennessee, 1950.] A set of these tests may be obtained from the Department of Business Educa-

tion, University of Tennessee, Knoxville.

Because all testing is done on new material, a sufficient number of takes must be reserved for testing purposes from the two sources just recommended. Practice tests may be obtained from *200 Takes* or from other shorthand texts. Either 3- or 5-minute tests may be used throughout the test series.

ADMINISTER TESTS as long takes, i.e., 3 or 5 minutes of sustained dictation, whenever approximately one-third of the students are expected to pass. A given speed is passed if the transcript is completed within the time allowance and has errors within the maximum permitted. A time limit is set, usually 20 minutes for college classes or 25-30 minutes for high school classes. The time limit set for the first transcription should then be used as the time limit for all speeds. If dictation speed and transcription speed are developed concurrently, a 2½-word gain in transcription speed should accompany a 10-word gain in dictation speed.

The transcription is typed in double-spaced, straight-copy form. If the transcript is not completed in the time allowed, each word not transcribed is an error. An error allowance of 2 per cent may be used for college classes; 3 per cent, for high school classes. On the basis of 2 per cent, five errors would be allowed on a 5-minute test at 50, six errors on a test at 60, etc.

No student may attempt the next higher speed until he has passed one or two tests at the lower speed. If only a few students appear ready to pass the next speed, tests may be given outside class or else the test on the next speed should be deferred until more students are ready.

The first three test periods might go like this:

1. Two 5-minute takes at 50 words a minute are dictated, with about a half-minute interval between dictations. About a minute is given to insert paper, write name, date, and speed, and look over notes of each take. At the end of the minute, the teacher says "Begin," and all students begin transcribing the take of their choice. At the close of the time allowance, the teacher says, "Stop." The students stop typing and clip or staple the transcript to their shorthand notes of the take. The teacher grades these transcripts and returns them the next day for the students to note their errors.

2. About a week later, three tests are dictated, possibly in the order of 50-60-50 w a m. Each student who has not passed the 50 is instructed to take both the 50's and to sit quietly reading over his notes while the 60 is being dictated. Students who took the 60 and thought they got it satisfactorily for transcription, read their notes during the dictation of the third test; students who do not think they have satisfactory notes for transcription of the 60, take the last 50. The same time allowance is used for all students. Some students will transcribe the first 50, some the 60, and some the second 50.

3. A few days later, four tests are given in the following order: 60-50-60-50. Students are instructed to take at least two of the four tests. Each transcribes the one of his choice. Still later, tests may consist of speeds arranged in different orders at successively faster rates: 60-70-50-60, 70-60-70-60, etc. Few classes are long enough to permit the dictation of five 5-minute tests and the transcription of one.

IN GRADING TESTS, the teacher indicates misspelled words, omitted words, wrong punctuation, and other errors on the transcript. The student should recognize the type of error he has made and be able to check his shorthand notes to see how the error might have been made. Placing a tally mark in the left margin of the transcript for shorthand errors and in the right margin for nonshorthand errors provides a quick visual indication of the extent of each type of error. If the student has a predominance of nonshorthand errors, such as spelling, punctuation, poor erasing, etc., he may need to make more use of the dictionary, to read ahead to determine correct punctuation, and to erase more carefully on a better quality paper. In case of shorthand errors dictation practice may be needed.

The speed and number of errors on every test are recorded on an achievement-record sheet. Passing tests are indicated in red pencil; others in black pencil. The achievement record is used as the basis for grading long takes during a given grading period, rather than giving considerable weight to any one test. No averaging of tests is done. The highest tests passed indicate the level of attainment on which each letter grade (A, B, C, etc.) may be assigned. At the appropriate time during the school term, the achievement record in terms of speeds

attained is converted to grades for the grade card. For example, grades might be based on passing tests, as follows:

A 60, 70, 70 C+ 50, 50, 60
B+ 60, 60, 70 C 50, 50
B 50, 60, 60

If grades must be assigned again about four weeks later, all letter grades might be based on speeds just ten words a minute higher. In other words, a student who made an A during the first period, and passed no higher tests during the next four-week period, would receive a grade of B. Just prior to grading, two or three consecutive test opportunities should be given, so that students may have an opportunity to show their latest achievement.

Mailable Letters

Suggestions for grading mailable letters have already been made by Professor Davis in the March article of this series. Only brief comments will be made here regarding the evaluation of mailable letters.

TEST MATERIAL on mailable letters must include only the points of punctuation and vocabulary words that have been emphasized on the practice days prior to the test. Letters from shorthand textbooks may be revised to fit a particular need, or letters may be composed by the teacher. Gradually a file of good letters may be built up, with each letter labeled at the top or in the margin as to the factors included in it.

ADMINISTER mailable-letter tests as described for the third day of instruction in the March article of this series. The scores made on test days are recorded in red, and the scores on practice days are recorded in black. **GRADING TESTS** on the mailable letter phase is based on the accumulation of mailable letters completed on the days designated as test days—the red scores in the achievement record. For example, an A might be given for 20 or more letters, a B for 15, a C for 10, and a D for 5. Since errors of any type, as described in the February article, make a letter unmailable, the accumulation of mailable letters represents the amount of high-quality work done by the student. The final grade will be based on a combination of the grade on long takes and that on mailable letters, weighted according to the approximate time allowed for each during the term.

(This concludes the four-part transcription series.)

You Can READ FASTER and BETTER



3. How to Read PARAGRAPHS

NILA B. SMITH, Reading Institute, New York University

PERHAPS no one technique will aid you more in improving your reading ability than learning to read paragraphs effectually. Every reading selection is made up of paragraphs. Each paragraph is a unit of thought in itself. Mastering the art of grasping quickly the essence of each of these thought units enables you to cover reading materials rapidly and to comprehend the author's most important ideas.

In most paragraphs, there is one point the author makes that is of fundamental importance. The other details presented in the paragraph revolve around this hub idea, expanding on it, giving additional details concerning it.

In much of the reading you do, you won't care to take time to consider all the detailed ideas. Expertness in spotting the basic thought in each paragraph is the skill you need to cultivate for this kind of reading.

On the other hand, some selections are of such significance to you that you will wish to read and consider the details carefully and remember them. In this kind of reading, too, you will find that the technique of locating the main idea in each paragraph is of major importance to you. The central thought in a paragraph provides you with a core around which you can readily organize the details. In a later article, you will be shown how to use the "main idea" technique as a starting point in careful factual reading. In the meantime, developing a technique for the reading of paragraphs will help you in any type of reading. In order to do it, you must

develop a systematic approach to paragraph-reading, rather than just following along one sentence after another without any thought to paragraph organization.

The position of the key sentence in a paragraph varies. Often, the germ idea appears, conveniently, in the first sentence. At other times, the important idea occurs in the middle, at the end, or elsewhere. Position is not a reliable guide—you must learn surer ways of locating the one basic thought of the author.

The first and most important thing is to develop the attitude of thinking of each paragraph as *a whole in itself*. As you encounter each new paragraph, view it as if it were all the reading material you have before you at the moment. Determine what is the *one* most important thing that this particular paragraph has to tell you.

To find out with certainty what the one most important idea is in any paragraph, you should ask yourself two things: (1) What is the basic thing, place, condition, or person discussed in this paragraph? (2) What does this thing, place, condition, or person do, or what is done to it, or what property does it have, or what condition is in it that makes it worth while for the author to say something about it on paper?

Keep these questions in mind while you study the following paragraph. See whether you can locate the main idea with certainty.

The calcium cycle is one of the most interesting cycles of nature. The ocean contains vast quantities of calcium salts in solution. These are withdrawn by liv-

ing creatures and built into coral reefs and the shells of mollusks and are precipitated in other ways. In the course of geologic time, deposits of calcium carbonate laid down in the ocean become lifted up from limestone strata into mountain ranges. These formations are then attacked by atmospheric and organic acids and slowly dissolved and carried back into the sea from which they came. Sometimes great caves are left behind as a result of this process and many secondary calcite and aragonite formations come into existence.—W. Scott Lewis, "Cycles in Nature," *Hobbies*, August, 1947, p. 135

1. What is the basic topic discussed in this paragraph?
2. What special property does it have?
3. At what position in this paragraph did you find the key sentence?

If you analyzed this paragraph correctly, you will have concluded that the main topic is the "calcium cycle," and that the special property the calcium cycle possesses is that it "is one of the most interesting cycles of nature." All the remaining sentences in the paragraph are subordinate details that tell in *what way* the calcium cycle is interesting. In this particular paragraph, the main idea is contained in the first sentence.

See if you can quickly find the main idea in this one:

A fraction over two minutes is all it takes to run the Kentucky Derby at Churchill Downs in Louisville. But the Derby packs more excitement into these two minutes than any other sporting event in the country. The Derby Day "Run for the Roses" dates back to 1875, when a little red horse named Aristides came in first. There were 12,000 spectators on hand then. More than 100,000 attend now, and millions more watch or listen with breathless interest on TV and radio. The build-up of excitement increases year by year.

1. What is the basic subject of discussion in this paragraph?
2. What does this subject do that is distinctive?
3. In what position in the paragraph do you find this information?

4. What is the function of all the other sentences in the paragraph as related to this topic sentence?

If you were right in your analysis, you decided that "the Derby" is the basic subject of discussion and that the distinctive thing this subject does is that it "packs more excitement into these two minutes than any other sporting event in the country." This information expressing the main idea appears in the second sentence. All the other sentences merely expand it.

See if you can spot the key sentence in this paragraph:

We're intrigued by an ingenious device Chock Full O' Nuts Corporation used during the World Series and is now adapting into a permanent sales tool. During the Series time, salesmen for Chock Full O' Nuts coffee were particularly welcomed by the grocers they visited. Reason: the salesmen carried portable radios tuned to catch the latest scores.—*Sales Management*

Check the most important idea:

(a) The writer was intrigued by an ingenious device.

(b) Salesmen for Chock Full O' Nuts were welcomed by grocers during the World Series.

(c) Salesmen carried portable radios tuned to catch the latest scores.

Statement (c) is the most important idea in the paragraph. The first sentence merely tells us that there was an ingenious device, the second sentence tells us that the salesmen were particularly welcomed by grocers during Series time. Both these sentences alert us to read on and find out what this ingenious device was that caused salesmen to be welcomed during Series time. We don't find out until the last sentence.

So far, you have been studying paragraphs for the purpose of learning how to locate the main idea. If you read very slowly during this initial work, don't worry. Soon you will automatically include looking for the main idea in a paragraph as an integral part of your new streamlined reading ability. When this time arrives, the skill-building in paragraph analysis that you are now developing will function significantly in increasing both your speed and comprehension.

As the next step in your skill-building program, try to find the main idea in the several paragraphs that follow, without guided discussion. Also, try to pick up a little speed.

Here are your instructions:

1. Find the noun or noun phrase

that names the basic subject with which the paragraph is concerned.

2. Find the group of words following the noun that tells what this subject does, what it could or should do, what it is, what it has, or what happens to it that is sufficiently important to justify having a paragraph written about it.

3. Try to read each paragraph a little faster than the one before as you apply the technique for finding the main idea.

PARAGRAPH 1

The Far West states continue to be the most rapidly growing region in the nation, with an undiminished flow of migrants from all other regions. The population gain is more than twice as great as that of the rest of the nation. The whole economic structure of the Far West has expanded and continues to expand enormously. This is necessary both to serve the needs and to tap the labor and capital resources of the constant flow of newcomers to its labor force.—*Sales Management*, November 10, 1954, p. 106

Check the key idea:

(A) The Far West states continue to be the most rapidly growing region in the nation.

(B) The population gain is more than twice as great as that of the rest of the nation.

(C) The whole economic structure of the Far West continues to expand enormously.

(D) This is necessary to serve the needs of the constant flow of newcomers

PARAGRAPH 2

Most hunters have pet peeves. Jacob's pet peeve was that he detested the cat and all its wild cousins, such as the cougar, the panther, and the lynx. With unscientific zeal he threw the sneaky coyote into the same category. He stalked coyotes through the Blue Mountains of Oregon with a fanatical passion, but to no avail. He could never get them within shooting range to put a bullet through their pesky carcasses. "That's the cat of it," he would say.—Mike Revise, "They Tried It Before," *Field and Stream*, May, 1954, p. 40

Check the sentence that is the "heart" of this paragraph:

(A) Most hunters have pet peeves

(B) Jacob's pet peeve was that he detested the cat and all its wild cousins.

(C) He stalked coyotes through the Blue Mountains of Oregon.

(D) He could never get them within shooting range

PARAGRAPH 3

Among engineers and plant operators there's a lot of talk about today's heavy oils—they're not what they used to be. Some of this is just old-fashioned griping, but we also find more than a grain of fact. Heavy oils have been made less easy to use. This is due to changes in refining methods. The newer methods

aimed at improving yield and quality of gasoline and light fuel oils have affected the by-product heavy oils and caused them to be less easy to use than the straight-run residuals of years past. So, you see, there is some substance back of all this talk.—A. J. Weber, *Power*, September, 1954, p. 109

Check the paragraph's basic idea:

(A) There's a lot of talk about today's heavy oils.

(B) Some of this is just old-fashioned griping, but we also find more than a grain of fact.

(C) Heavy oils have been made less easy to use.

(D) So, you see, there is some substance back of all this talk.

PARAGRAPH 4

For many centuries, men administered plant-derived drugs to heaven only knows how many sick people in an effort to cure them. In the nineteenth century, men of science put to use control-observation methods to investigate each plant's alleged curative powers. Result? The mass of medicinal plants were thrown out as medical humbugs. A few, however, showed real medical value. These are still used by medical men in their day-to-day work.—Bernard Rosenberg, "What Do You Know about Medicinal Plants?" *Your Health*, Spring, 1954, p. 41

Check the basic idea in this paragraph:

(A) Men administered plant-derived drugs for many centuries.

(B) In the nineteenth century, men investigated each plant's alleged curative powers.

(C) The mass of medicinal plants were thrown out as medical humbugs.

(D) A few had real medical value

PARAGRAPH 5

Most of us do not need insurance for ordinary illnesses of short duration. For such illness we can easily pay the bills. On the other hand, we should be insured against the catastrophic type of illness. This type of illness sends a person to a hospital for perhaps months, and costs thousands of dollars. The catastrophic type of illness includes a smashup in an auto accident, a broken hip, a bad pneumonia followed by a series of smaller ones, a heart attack, a serious nervous breakdown, or a bad attack of polio.—Walter C. Alvarez, *Your Health*, Spring, 1954, p. 85

Check the main idea:

(A) Most of us do not need insurance for ordinary illnesses.

(B) We should be insured against the catastrophic type of illness.

(C) This type of illness sends a person to a hospital for months and costs thousands of dollars.

(D) The catastrophic type of illness includes auto accident, broken hip, pneumonia, heart attack, nervous breakdown, and polio.

Checking Your Accuracy

Check your work so far by referring to the key below. The letter in parentheses indicates the sentence

that should have been checked in each of the paragraphs respectively.

Paragraph 1: (A) Paragraph 3: (C)
Paragraph 2: (B) Paragraph 4: (C)
Paragraph 5: (B)

Speeded Practice

You have had enough practice in finding the main idea so that you are now ready to put some time-pressure on while applying this technique. In working with each of the remaining four paragraphs, try to find the main idea and at the same time apply the speed reading procedures you learned in last month's article.

Here are specific instructions:

1. Note the time at which you begin reading and jot it down, in minutes and seconds, on the line after the phrase, "Time begun."

2. Note your finishing time, then subtract your beginning time from it and write the figure after "Total reading time."

3. Check the one sentence in the list of choices that you believe is the "heart" of the paragraph.

PARAGRAPH 1

Time begun ----

From the earliest days, the conviction has been growing among the people and their leaders that the state must be responsible for seeing that its citizens have a certain quantum of education. That the state has this responsibility is shown by the state constitutions, the hundreds of school statutes in each state, and the scores of decisions of local, state, and federal courts. In brief, education has come to be universally regarded as a state function. The assumption of educational control by the state is not fortuitous; state control has come because of the early and ever-growing belief that education is the buttress of a democratic government and cannot, therefore, be left too much to the whims of any individual or of any community. In a democracy, the people cannot be permitted to remain ignorant although some of them might desire that status.—Ward Reeder, *Public School Administration* (Macmillan)

Time finished -----
Total reading time ----

(A) The conviction has been growing that the state should be responsible for education.

(B) Education has come to be universally regarded as a state function.

(C) The assumption of education control by the state is not fortuitous.

(D) In a democracy, people cannot be permitted to remain ignorant.

PARAGRAPH 2

Time begun ----

Ideas are elastic and flexible. They reach out beyond the ordinary bounds and barriers. You have no right to take the sword and cross the bounds of other

nations and enforce on them laws or institutions they are unwilling to receive. But there is no limit to the sphere of ideas. Your thoughts and feelings, the whole world lies open to them. You have the right to send your ideas into any latitude, and to give them sweep around the earth, to the mind of every being.—H. W. Beecher

Time finished -----
Total reading time ----

(A) Ideas are elastic and flexible.

(B) They reach out beyond ordinary bounds and barriers.

(C) There is no limit to the sphere of ideas.

(D) You have the right to send your ideas into any latitude, and to give them sweep around the earth.

PARAGRAPH 3

Time begun ----

Advice and reprehension require the utmost delicacy; painful truths should be delivered in the softest terms, and expressed no farther than is necessary to produce their due effect. A courteous man will mix what is conciliating with what is offensive; praise with censure; deference and respect with the authority of admonition, so far as can be done in consistence with probity and honor. The mind revolts against all censorian power which displays pride or pleasure in finding fault; but advice, divested of harshness, and yet retaining the honest warmth of truth, is like honey just round the brim of a vessel full of wormwood. Even this, however, is sometimes insufficient to conceal the bitterness of the draught.—Percival

Time finished -----
Total reading time ----

(A) The mind revolts against all censorian power which displays pride or pleasure in finding fault.

(B) Painful truths should be delivered in the softest terms.

(C) Even careful handling is sometimes insufficient to conceal the bitterness of the draught.

(D) Advice and reprehension require the utmost delicacy.

PARAGRAPH 4

Time begun ----

A young woman working at a very modest salary in a New York office wanted some good imitation pearls. When Christmas came and she was given a \$25 check by her employer, she decided to go to a good store and spend the whole sum on a string of beads. A new clerk helped her pick out some nice-looking pearls. She loved them, wore them constantly to work. One day, on the subway, the string broke and pearls flew in every direction. Kind passengers helped her pick up the beads and she tied them in her handkerchief until she could take them to the jewelers to be restrung. She explained she had bought the string there

a couple of years before. When she went to get the beads, she had the surprise of her life. She was ushered into the manager's office. The new clerk two years before had sold this woman a \$2,500 necklace for \$25.—Artemisia B. Bryson, "A String of Necklaces," *Hobbies*, August, 1947, p. 42

Time finished -----
Total reading time ----

(A) A young woman working at a very modest salary wanted some good imitation pearls.

(B) When Christmas came and she was given a \$25 check, she decided to spend the whole sum on beads.

(C) She was ushered into the manager's office.

(D) The clerk, two years before, had sold this woman a \$2,500 necklace for \$25.

Checking Your Speed

Add the items of "Total time" for the five paragraphs, and enter here:

Total reading time for 5 pars.:

Reading rate: _____

Comprehension score: _____

Determine the number of words per minute you read by referring to the table below. For example, if your total reading time was 2½ minutes, your rate was 269 words per minute.

Checking Your Comprehension

Check your accuracy in finding the main idea in each of the paragraphs by referring to the table that follows. Allow twenty-five points for each correct answer.

Paragraph 1: (B) Paragraph 3: (C)
Paragraph 2: (C) Paragraph 4: (D)
Paragraph 5: (D)

Follow-up Practice

You have been launched on the technique of finding the main idea of a paragraph quickly and accurately. The extent to which you perfect this skill depends on how much you practice. From this time on, in all your reading, do two things:

(1) Force your speed.

(2) Apply paragraph-reading techniques.

Continue to keep a record of your speed and comprehension in each of your five-minute practice periods. You should begin to note substantial gains.

(To be continued next month)

| MINUTES | 5½ | 5 | 4½ | 4 | 3½ | 3 | 2½ | 2 | 1½ | 1 |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| W.P.M. | 123 | 135 | 151 | 167 | 192 | 225 | 269 | 337 | 449 | 674 |

A CLASSROOM DEMONSTRATION enlivens any textbook principle. Since high school seniors usually purchase new suits for graduation, the study of clothing and accessories seemed to me to be the natural undertaking for my Consumer Economics class at Spalding Institute, Peoria, Illinois. The class, consisting of all senior boys, responded warmly to the question: "Would you like to know what to look for when buying a suit?"

The initial task assigned to the class was a study of the textbook presentation on clothing purchases. A class discussion based on that assignment, text questions, and discussion problems formed the background for the activity. Next we studied several mimeographed pages that were prepared by me and based on *Buying Men's Suits*, a release from the Bureau of Human Nutrition and Home Economics, Agricultural Research Administration, U.S. Department of Agriculture (Misc. Publication No. 688). This illustrated booklet by clothing specialist Clarice L. Scott is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. The charge is fifteen cents. Several copies would make a valuable addition to the consumer living materials in your school library.

Myles Goddard, district manager for Curlee Clothes, offered his services to make our project a success. He visited the classroom on two successive days, bringing with him a portable clothes rack, on which he displayed his line of suits. In addition, he brought a wide selection of slacks for a later discussion on selecting trousers. Other outside persons who would help such a class project include the head of the men's furnishings section in a local department store, the president of a men's clothing company, or one of the student's fathers who sells men's clothing.

Opening the class, Mr. Goddard discussed materials, suit construction, and fit. Using students as models, he demonstrated how to tell a tight, loose, and correct fit, giving a check list of items to consider when shopping for a ready-made suit. An inside and outside examination of the suits, especially of jackets, was followed by a student question period. This first class period passed rapidly for everyone.

After leaving the suits for our ex-

BROTHER LEO RYAN, C. S. V.

St. Louis, Missouri University



CONSUMER ECONOMICS seniors hear a district clothing manager tell them . . .

How to buy a graduation suit

amination, Mr. Goddard returned the following day to discuss trousers. He explained their construction and characteristics of proper fit, and the suitability of color and pattern. He also stressed the correct choice of clothing for school, work, and relaxation. These discussions permitted detailed comments, not only on proper dress, but also on the importance of cleanliness and neatness, and the correct selection of accessories.

Similar projects are practical in any consumer economics course. A daily review of buying guides, grades, standards, and similar data soon becomes dull and meaningless. Well-integrated units make a distinct contribution

toward achieving the objectives of such a course: to train students in the wise selection, purchase, and use of goods or services that they need or wish to acquire.

Time alone can tell how much of the information derived from such a project will carry over into adult life and how many of the buying guides the students will remember. But at least our unit answered their immediate need for help in selecting their graduation suits, without disrupting the class program or taking up too much valuable time. Judging from their appearance at graduation activities, the time devoted to our study was well invested.

AUTOMATION AND BUSINESS EDUCATION

JORDAN HALE, Girls High School, Brooklyn, N. Y.

4. Automation's Effect on Clerical Employment—II

WE NOW COME to the question previously raised: What if automation *does not* reduce clerical employment levels? Then what kind of personnel will be needed to operate the new equipment, where will this personnel come from, and who will provide the necessary training?

The answers to these questions apply with equal force if automation *does* bring unemployment—because it will still be necessary to choose and train enough personnel to operate the new machines regardless of layoffs or attrition. For, it must be remembered that one of automation's most important effects will be on the *qualifications* and *functions* of employees, regardless of its impact on the *number* of employees.

Upgrading Employees

It has been pointed out that one of the reasons for automating is to eliminate drudgery and boredom from clerical tasks and to upgrade workers into more interesting, more challenging jobs. In this connection, H. V. Widdoes, of Remington Rand, writes:

The end result, of course, will be the creation of new, more interesting jobs that only humans can handle. The tedious, boring 'dog-work' that clerks have complained about so often is being taken over by machines, leaving the clerks free to apply themselves to the more interesting jobs. They will find new opportunities in their own or other departments, opportunities that will permit them to move up to a higher level in terms of both position and income.

Let's examine, then, the types of skills and the kind of people required to operate the new automatic data-processing machines. As already described, the machines apparently can handle most types of data-transfer routines (sorting, tabulating, copying), so they can replace clerks whose jobs it has been to retype or rewrite data already on record—invoices, requisitions, vouchers, orders, etc. But

the need to type the items first still exists. Data must be prepared in a form the computer can "read." This means that magnetic tapes or punched paper tapes must be prepared along with source documents. The latter will also still have to be typed, and perhaps key-punched, for most systems. Consequently, typists and key-punch operators will be needed in some numbers, although probably far fewer than before, to transfer coded data to the magnetic tapes or punched cards. General clerks and file clerks will also be needed to handle papers and to maintain files containing documents of original record (perhaps until magnetic tapes are admissible as competent evidence).

In most other categories, the computers will require workers of average or superior intelligence who possess a reasonable degree of manipulative ability. The relative number of experts in offices and the degree of expertness required of them are being raised very substantially by the use of these computers. Operators will have to be able to read well, work easily with numbers, follow directions intelligently, reason logically, and understand and analyze problems; and they will have to be able to make quick decisions. The criteria established by one large insurance company for selecting employees for the new jobs were: experience with the company, proficiency in mathematics, and college training. The latter qualification was considered desirable but not essential, and some of the employees finally selected were not college graduates. Every effort was made to use persons on the company payroll.

Enter the Technicians

While the routine operation of the machines will be in the hands of these higher-level workers, the technical jobs of planning, programming, and maintenance will demand large numbers of trained technicians, many with

college backgrounds. (Even some highly technical activities are being eliminated by improvements in the computers that enable them, by means of automatic programming, to prepare their own instructions.)

At this point, however, a complicating and disturbing factor enters into the picture. What is to be done with the people who just do not have the basic ability, intelligence level, or necessary background knowledge (in mathematics or reading, for instance) to learn how to operate the new electronic machines? Vannevar Bush, one of the country's leading scientists, wartime director of the Office of Scientific Research and Development, and one of the pioneers in computer technology, has posed the problem in this fashion:

The introduction of automation upgrades skills. It takes far more skill to build and maintain a complex device than merely to feed a machine. When the readjustment occurs in such a way that an individual increases his own skills, by training as the change occurs, there is benefit all around. . . . But there are those who cannot learn new skills, who have in fact strict limitations on their value to society because of physical or mental limitations.

That the Congressional Committee investigating automation was interested in this question is evidenced by the following interchange between James P. Mitchell, United States Secretary of Labor, and Grover W. Ensley, staff director of the Committee:

MR. ENSLEY: Mr. Secretary, the (previous) witnesses have indicated that in the process of technological development we are upgrading employees. They are moving to better jobs, requiring more skills and more technical training. How are we going to employ the people who make good routine workers but do not have the basic stuff or the education or background for these more skilled positions?

SECRETARY MITCHELL: I think, Doctor Ensley, that we have always been

CONCLUSIONS

- Automation will proceed at an ever-faster rate because office executives see in its use the means of coping with the shortage of clerical workers, increasing office efficiency, cutting office costs, and securing information hitherto unavailable.

- It cannot be predicted at this time whether or not automation will cause clerical unemployment. However, it is not a problem of immediate importance, because of the present shortage of clerical personnel and the long period of time required in planning, obtaining, and systematizing the use of the data-processing machines.

- Automation will have a tremendous effect on the qualifications and functions of employees. Many new and interesting jobs on the technical and highly skilled levels will be created; they will require a high degree of competence in the fundamental skills, and a good educational background.

- Specialized clerical workers—stenographers, bookkeepers, typists—will hardly be affected by automation. As a result, business education curricula and practices in these fields will continue essentially as heretofore.

- The greatest impact of office automation will probably be on those in the general clerical classifications. Data-processing machines are designed to take over the highly routine and repetitive jobs presently performed by the relatively unskilled general clerical workers.

- In all probability, most general clerical workers do not possess the necessary abilities or aptitudes to qualify for automated machine operation and planning. The guidance of competent students into business education programs will become increasingly more important.

- Because the schools are not training general clerical workers in sufficient numbers to meet the present demand, there is no great need for retrenchment in basic programs such as these.

- Because the machines are so expensive, it is doubtful that the high schools will institute training programs for many years. Probably, the main function of the schools will be to acquaint students with the existence of data-processing equipment, its nature and functions, and its role in the electronic office of tomorrow.

- Training personnel to prepare the work and to operate the electronic machines will be the responsibility of the data-processing equipment manufacturers. Companies using the machines will also set up on-the-job training programs in conjunction with the manufacturers. Most operating personnel will be chosen from the companies' employment rolls.

- The increasing need for people with proficiency in the fundamental skills and with good liberal education backgrounds may result in a re-examination of the entire secondary-school curriculum.

confronted by that problem. You may recall the statistics I mentioned, which showed that the unskilled laboring groups since 1910 have been reduced, in relation to the labor force, quite dramatically. You might ask the question, what has happened to those people? They have moved, where possible, into higher skills; they moved perhaps into trade or service. You might also ask what became of all the servants that people used to have, when it was said that they cannot do anything else? They have moved into production jobs. It seems to me that the so-called unskilled worker will find a level, and our whole system of increasing basic education and increasing training should be directed at employing a person at the highest potential skill that he has. There will always be, I believe, room for persons to exercise their highest potential skills, whether that be at the unskilled level or higher.

Now, the fact of the matter is that a very large number of the general clerical workers who will be displaced by automation probably do not possess the intellectual ability or the basic skills necessary to operate the new machines if given an opportunity to do so. Most of them are people of limited ability, not even capable of learning such skills as bookkeeping and stenography, although they do know how to typewrite—some well,

others indifferently. However, judged from the standpoint of personality and social adjustment, they are normal in every respect. As a matter of fact, these workers are best equipped to perform efficiently the numerous routine, monotonous jobs found in large offices, the jobs that require little or no thinking, imagination, training, arithmetic or English ability, or the necessity for making decisions. In these jobs, they develop a certain degree of dexterity and psychological security from performing a job successfully. A person with a high I.Q. would, in all probability, become unhappy and restive on such simple assignments within a short time. Round pegs must be fitted into round holes, and square pegs into square holes.

As high school students, these workers were usually classified as slow learners. Their I.Q.'s were below 90 (approximately 30 per cent of our high school population falls within this group), and they were considerably retarded in reading and arithmetic ability. The clerical practice and recordkeeping courses they took were built around the simple, clerical skills, training in one or more office machines, typewriting, and some reme-

dial work in English, arithmetic, and reading.

Untrained Workers Abound

As a matter of fact, it can be shown that a great many general clerical workers entering offices have had little or no clerical training in school. Because of inability, discouragement, apathy, antagonism, or economic need, they leave high school *before* graduation. Less than half of all the students who enter high school remain to graduate! It is also obvious that the jobs these workers fill are so simple that they require little or no previous training.

Frequently, in the past, it has been the practice of guidance personnel to program low-ability students for general clerical courses, especially if there was no place else to put them. There has been a definite hierarchy of courses in many high school systems—academic, commercial, and general clerical or vocational—with the latter often serving as a dumping ground for all those unable to succeed in the first two. W. H. Evans, executive vice-president of NOMA, himself a former commercial teacher, deplors the tendency on the part of some teachers

and student counselors to guide bright students into noncommercial courses. "They seem to reserve the not-so-bright for the business subjects," he says. "This is a tragic mishandling of our nation's youth. Teachers should recognize that training in office procedure and technique can lead a young man or woman to wonderful opportunities. Office executives are always on the lookout to upgrade office workers. Some of the nation's top businessmen got their start in office work." And Russell J. Hosler, president of the National Business Teachers Association, states that "The old stigma of the 'commercial' department being the dumping grounds of the school still holds in many schools; but, fortunately, that deplorable situation is being improved."

Reach for Better Students

For some reason or other, there is a widely held belief, especially among those who have never worked in offices, that clerical occupations require little or no intelligence or knowledge of fundamental skills. On the other hand, parents have often been to blame, for they have insisted that their children take courses leading to white-collar jobs, despite the fact that they lack the basic background and skills. Up until now, however, the demand for general clerical personnel has been so great that most graduates and drop-outs, no matter how poorly prepared or incompetent, have been able to obtain jobs. But, with the introduction of automation, general clerical employment opportunities will undoubtedly contract. It will be necessary, therefore, for schools and parents to guide low-ability students away from unspecialized clerical occupations into more suitable types of employment and to encourage high-ability students to train for the more exacting, upgraded jobs that will accompany automation. Businessmen can cooperate with educators in helping to develop a more effective program in business education and in recruiting more capable students into the program.

A small number of more intelligent and able people *do* enter the general clerical field for various reasons. (Probably most of them are academic high school students unable to go to college.) Herbert A. Tonne, a leading business-education authority, remarks:

There is little scientific evidence that those who have taken general clerical training programs in high schools do

better as general clerks than those who did not have that training. Some of the studies, in fact, indicate that those who have had clerical training in high school do not do as well on the job as those who have not had clerical training in school. The reason for this, however, is probably that those who took the clerical curriculum were negatively selected in the first place. Inasmuch as a poorer caliber of students is attracted to the clerical programs, they do not do as well on the job later as the intrinsically superior students, even though these superior students have not had specific clerical training.

However, many of these untrained superior workers leave their lower-level jobs as soon as they acquire high-level skills, or they move up the promotional ladder into managerial positions. Some companies, for instance, maintain in-service training programs to train promising clerks in the higher skills and knowledges; others pay for their tuition in schools and colleges. There will always be a demand for intelligent, well-trained capable office personnel. The workers needed to operate the automated office machines—the programmers, the coders, and others—will come from this group.

It would seem, therefore, that Norbert Wiener, who is responsible for much of the basic conceptual thinking underlying automation, may have made a profound observation in stating that, "Taking the Second Industrial Revolution as accomplished, the average human being of mediocre attainments or less has nothing to sell that it is worth anyone's money to buy." On the other hand, people of intelligence, well grounded in the fundamental skills, possessing some mathematical ability, and capable of thinking logically will have practically limitless opportunities.

However, if we take at face value the assurances of businessmen and Government officials that automation will not cause unemployment, it will be necessary to find jobs elsewhere for the displaced marginal-ability people who formerly chose the general clerical occupations. Where and how to place them—in factories, behind sales counters, or in homes as domestics—will tax the best efforts of industry, the schools, Government, organized labor, welfare agencies, psychologists, and guidance counselors.

A word of caution must be sounded at this point! In any consideration of so-called slow learners or people with apparently below-average I.Q.'s and limited intellectual capacities, we must not allow ourselves to become inflex-

ible and dogmatic. We must not fall into the error of assigning any one person or group of persons irrevocably into certain hard-and-fast ability classifications. To categorize large groups of students or adults as "superior" or "average" or "below average" or "dull" may be useful for administrative purposes; but to do so may result in marked injustice and harm to the individuals. For one thing, our measuring instruments—intelligence tests, aptitude tests, personality tests—are at present much too crude, and the margin for error in interpreting them much too great, to permit accurate classification, prediction, guidance, and placement in *individual* cases. For another thing, scholastic failure or mediocrity does not necessarily imply lack of native ability. There are altogether too many students in schools today who, because of their antagonism, apathy, emotional difficulties, or of uncongenial family and social backgrounds, do not work to maximum capacity and who are, as a result, labeled "slow learners," "nonacademic," "nonverbal," "vocational," "general." Yet every teacher can cite several instances of students who, when confronted with the motivations and responsibilities of the workaday world, proved themselves capable of performing effectively on the highest-level types of jobs.

The Human Potential

In discussing this matter before the Congressional Committee, Vannevar Bush made the following pertinent comments:

"... I do not lose sight of the fact that we have many among us who are incapable of more than exceedingly simple performance. And I certainly do not wish to see changes that would deprive them of the opportunity to render their service in their humble ways. But I also feel that we sometimes overemphasize this point, and that there are very few men indeed who are not capable of learning to do more complicated and useful skills, if they are willing to learn, if they are encouraged to do so, and if the full cost of learning is shared by the employers and unions alike."

Yet, despite the possible decreased demand for general clerical workers in the future as a result of office automation, *it is doubtful whether there will be very much change for a long time in the size of business education enrollments, the kind of students entering these courses, and business education curricula and practices.* This apparently contradictory conclu-

Percentage of Total Enrollment of Secondary School Students in the Business Education Courses in the United States for the Years 1948-1949*

| Course | No. Enrolled All Grades | Per Cent of Enrollment - All |
|----------------------------|-------------------------|------------------------------|
| General Business Education | 279,577 | 5.2 |
| Business Arithmetic | 249,690 | 4.7 |
| Bookkeeping | 472,163 | 8.7 |
| Typewriting | 1,216,142 | 22.5 |
| Shorthand | 421,635 | 7.8 |
| Business Law | 130,585 | 2.4 |
| Business English | 56,620 | 1.0 |
| Office Practice | 105,231 | 2.0 |

*Adopted from the *Biennial Survey of Education in the United States, 1948-1950, Chapter 5, "Offerings and Enrollments in High School Subjects, 1948-1949."* U. S. Office of Education.

sion stems from the fact that, as previously mentioned, substantial numbers of people with little or no formal clerical training in the high schools have entered the general clerical occupations. The nation's secondary schools just do not train enough specialized and nonspecialized clerical workers to meet the needs of business and government. As a result, very large numbers of untrained clerical personnel (academic students unable to go to college, high school dropouts, middle-aged married women with time on their hands) have been able to secure and are holding nonspecialized clerical jobs, many with considerable success. Very few workers are fired because of incompetency.

The table above presents enrollments in business education courses in the United States for the years 1948-1949. These figures, however, need additional clarification if we are to get an approximate idea of the number of clerical workers in all classifications who received their initial training in the secondary schools of the country. For one thing, the figures represent the total enrollments for all grades. Thus, more than one in every five pupils (22.5 per cent of those enrolled in grades nine through twelve) was taking typewriting, but the enrollment in second-year typewriting was only a third of the first-year typewriting enrollment and the decrease in third-year typewriting was even more pronounced. The U. S. Office of Education states: "The relatively large enrollment in first-year typing is to be expected because of the large number of students who take it for personal use and the relatively few high schools that offer a second or third year of

this subject." Thus, it is logical to deduce that only a relatively small percentage of those who took typewriting did so for vocational reasons.

The same situation exists in shorthand. Second-year enrollments were only 44.4 per cent of first-year enrollments. This decrease in enrollments in the second year was due in part to the large number of schools that offered only one year of this subject. The Office of Education explains that "it is safe to assume that those who pursue either shorthand or typing for as much as two years are taking the subject for a vocational purpose and that some of those who take these subjects for only one year have a vocational purpose also." Similarly, in bookkeeping, most pupils elected the subject for one year only; 17 per cent continued for a second year, and a few carried it for a third year. It would seem, therefore, that the number of well-trained typists, stenographers, and bookkeepers with several years of preparation in their major fields is rather small, considerably less than one-half the total enrollment in the subject fields. That it is presently insufficient to meet the demands of business, industry, and civil service is evidenced by the severe shortage of workers in these skilled classifications. Private business schools, parochial schools, and colleges are doing their part in training skilled clerical workers, but the situation remains tight.

The figures in the table above are deceptive for other reasons. They do not make allowances for duplication of courses; the same pupils who took typing were probably also taking stenography, bookkeeping, or other courses. In addition, the raw figures

make no allowance for the large numbers of students who fail subjects or drop out of school before graduation. Girls who take only one term of stenography, for instance, and then either fail the course or leave school can in no way be considered potential stenographers. Finally, the enrollment in office practice classes is so small, even on an absolute basis, and the need for general clerical personnel has been so great (42.5 per cent of all clerical workers are in this category) that the demand could have been met only by the entrance of untrained or partially trained people into the field.

These statistics, together with the statements of the Office of Education, would indicate (1) that only a relatively small number of those who take business courses do so for vocational reasons or ultimately actually work in the field of their specialization; (2) that most clerical training is on the skilled, specialized level; and (3) that the schools train only a small percentage of the people entering the nonspecialized field. If these conclusions are true (and empirically there is little reason to doubt that they are), then there will be no cause for the schools to retrench in their business education programs as automation becomes increasingly widespread. As a matter of fact, present programs may very well begin to expand, because business and Government, as they become more selective and independent in their choice of clerical personnel with the introduction of automation, will no longer be forced to hire marginal and untrained workers and will concentrate, instead, on the trained product from the schools. As general clerical office jobs become more difficult to obtain, many students who formerly dropped out before graduation because jobs were so plentiful may now find it advisable and even necessary to remain in school to secure as much training as possible in order to compete more successfully in the tighter—or more selective—labor market. Mr. Evans of NOMA believes that, by 1960, the catch-up in numbers of young people entering the labor market may produce keener competition for available jobs and encourage the kind of self-improvement that needs no explanation to those who sought jobs in the depression.

It is difficult, of course, at this time to foretell the school's role in the Age of the Electronic Office. Probably, at present, it will be merely to make

(Continued on Page 39)

FROM
EVERYBODY'S
POINT
OF VIEW...

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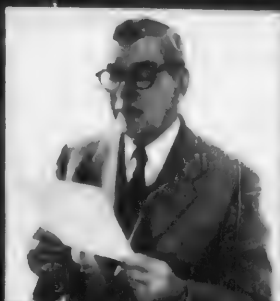
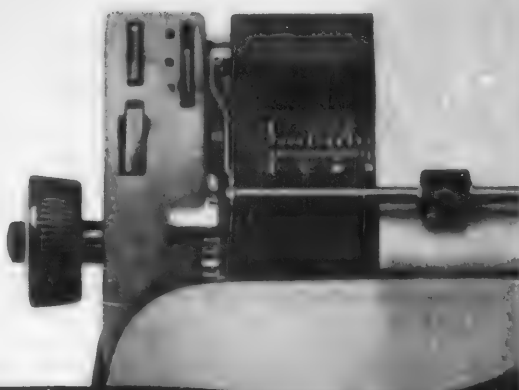
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TYPEWRITERS**

ELECTRICS



TO MAKE

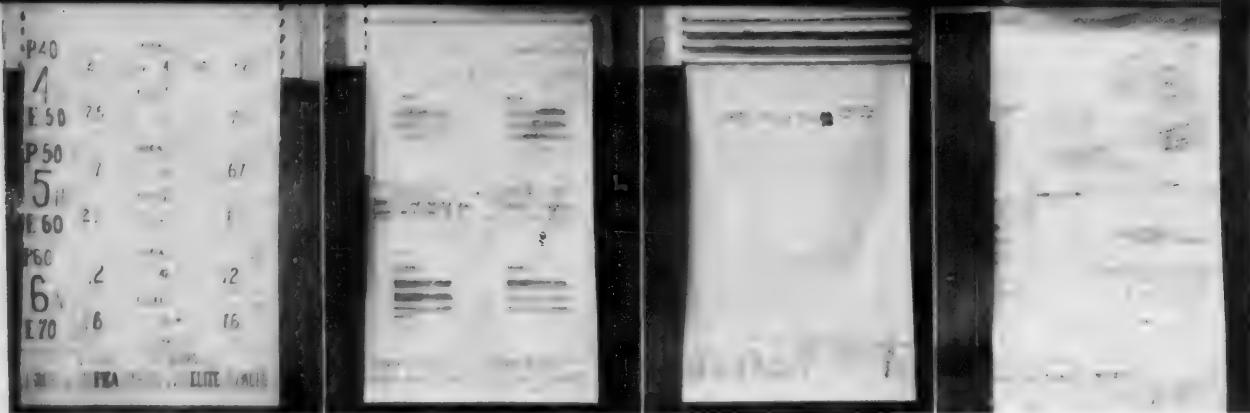
TO SUPERINTENDENTS:

Be assured that the IBM is not only America's finest electric typewriter -- but it is the electric that students will be most likely to use later on. In today's growing trend to electrics, IBM is the favorite.

TO SCHOOL BOARD MEMBERS:

You'll be pleasantly surprised when your IBM representative shows you -- in actual dollars and cents -- the low per-student cost of IBM Electrics. That's a result of the longer, better, more reliable performance schools get from the IBM.

... OUTSELL ALL OTHER ELECTRICS COMBINED!



One tug reveals visual aids (above) on pica and elite spacing, letter styling, letter placement, or envelope addressing

Turn window shades into typing charts

ESTHER G. ROSS, Concordia High School, Fort Wayne, Indiana

HAVE YOU ever erased a good illustration from your chalkboard, only to draw it again in haste the next day? The students didn't understand the first presentation, so you had to reteach it the next day. Doesn't this situation often make you think: "I wish I could leave that illustration on the board for a while."

I had the chance to do something about this in a workshop at Ball State Teachers College, Muncie, Indiana. After trying several materials and methods, I printed some charts on a white, vinyl plastic window shade. A felt pen and black ink made for such pens were my only tools. Perhaps color would have made the charts more meaningful, but one experiment with color did not prove successful.

The shade I used is 3 feet wide by 6 feet long. Only 4 feet are used for the actual chart, however; 2 feet are left on the roller. The cost of such a shade is about \$1.25, and it can be purchased in any home-furnishings section of a department, variety, or furniture store. The felt pen, which can be used for other illustration work, comes in a kit with ink and cleaner. The kit or the pen alone can be purchased at most book or office supply stores. The kit sells for \$4.00. For

those who have never used a felt pen before, instructions for its care and use are packed with it.

The shades, of course, are on rollers. The rollers are fastened to a piece of 1/4-inch plywood, 13 by 40 inches. This plywood is reinforced by a frame, so that it can be hung on a wall like a picture. The same brackets that would be used to mount a shade at a window are used to fasten each shade to the plywood. These brackets sell for 15 cents a pair. There is room to mount six shades, one above the other, on a plywood board of this size.

How to Draw Chart

In making each chart, first draw it on a sheet of paper as it will be in its final form. Then figure out a scale—such as 1/4 inch equals 1 inch. Outline the chart roughly in pencil on the shade. Finally, with the felt pen, draw the final form in black ink.

In planning charts, there are several precautions to follow. Do not try to use too much printing. Too many words make the chart hard to read from a distance. Keep one basic thought on each chart. Print numbers and words large enough and in intense enough black so that students can read them at a reasonable dis-

tance. It is a good idea to plan each chart so that beginning and advanced concepts are presented on separate halves. By doing this, the chart needs to be unrolled in a beginning class only as far as your preliminary presentation warrants.

A well-made chart will be an enlarged handbook for any type of subject. Rather than look through indexes and books, my typewriting students give a quick glance at the wall chart and then resume their typing exercise. Unrolling the chart a few inches shows a brief outline of the principle involved in the whole chart. A number of typing basics are printed in large enough letters for every member of the class to read.

These charts have proved very useful for review in both beginning and advanced typing classes. A chart can be pulled down, and in a few minutes a basic principle is refreshed in a student's mind. A transfer student can study the charts to learn the procedure that your class follows. The teacher who presents the same material to two or three sections of typing can make the task a little easier by using these charts.

Of course, you may use the charts in other classes. But why not in typing, too?

Semester Tests

AGAIN, BUSINESS EDUCATION WORLD is presenting tests covering the semester's work in business-education courses. These eight second-semester tests have been carefully constructed by the authorities listed at the right. Permission to reproduce any or all of the tests, in whole or in part, is hereby granted.

Although some teachers may prefer to expand certain phases that are dealt with only in a summary way here, others will be able to use these tests in duplicated form without alterations (except for omission of answers, of course).

For reasons of space, answers have been omitted in cases where extended responses are required—in the Bookkeeping test and in Section 1 of the Office and Clerical Practice test. In all other cases, answers are shown in *italics*.

BOOKKEEPING: Harry Huffman, Virginia Polytechnic Institute, Blacksburg, Virginia

BUSINESS ARITHMETIC, BUSINESS LAW: R. Robert Rosenberg, James F. Murray School, Jersey City, New Jersey

BUSINESS ENGLISH: Marie M. Stewart, Stonington High School, Stonington, Connecticut

GENERAL BUSINESS: Vernon A. Musselman, University of Kentucky, Lexington, Kentucky

OFFICE AND CLERICAL PRACTICE: Fred Archer, State Teachers College, St. Cloud, Minnesota

SALESMANSHIP: John W. Ernest, Los Angeles City College, Los Angeles, California

SECRETARIAL PRACTICE: Madeline S. Strony, Educational Director, Gregg Publishing Division, McGraw-Hill Book Company

SEMESTER TEST

Business Arithmetic

This test, based on a one-year course in business arithmetic, covers the fundamentals and tests the student's ability to use arithmetical tools in his more advanced work in the subject. Allow 2 points for each correct answer in Section 1, 5 points in Section 2.

SECTION 1

To the right of each of the following statements, write the letter identifying the answer that completes the statement correctly.

1. $1\frac{1}{2}\%$ of \$2,400 is (a) \$12, (b) \$24, (c) \$36, (d) \$360 *c*
2. 56.4% expressed as a decimal to the nearest hundredth is (a) .56, (b) .564, (c) 5.64, (d) 56.4 *a*
3. 48 is $\frac{3}{4}$ of (a) 16, (b) 36, (c) 60, (d) 64. *d*
4. 12% less than 72 is (a) 8, (b) 9, (c) 63, (d) 81. *c*
5. 36% expressed as a fraction in lowest terms is (a) $\frac{72}{200}$, (b) $\frac{36}{100}$, (c) $\frac{18}{50}$, (d) $\frac{9}{25}$. *d*
6. 150% of \$20 is (a) \$10, (b) \$20, (c) \$30, (d) \$50 *c*
7. 16 $\frac{2}{3}\%$ more than \$64 is (a) \$14, (b) \$70, (c) \$84, (d) \$98. *d*
8. The sum of $\frac{1}{4}$ and $\frac{1}{6}$ and $\frac{1}{8}$ and $\frac{1}{2}$ is (a) $\frac{5}{6}$, (b) $\frac{24}{25}$, (c) $1\frac{1}{24}$, (d) 20. *c*
9. $\frac{2}{3}$ is [(a) $\frac{1}{6}$, (b) $\frac{1}{2}$, (c) $\frac{5}{9}$, (d) $1\frac{1}{6}$] less than $\frac{5}{6}$. *a*
10. The difference between $\frac{3}{4}$ of a ton and $\frac{4}{5}$ of a ton is [(a) $\frac{1}{20}$, (b) 100, (c) 1,500, (d) 1,600] pounds. *b*
11. The number that is 37% less than \$200 is (a) \$37.50, (b) \$75, (c) \$125, (d) \$275. *c*
12. The number that is 60% more than 80 is (a) 32, (b) 48, (c) 60, (d) 128. *d*
13. The quotient is 756. If the divisor is 42, the dividend is (a) 18, (b) 714, (c) 798, (d) 31,752. *d*
14. A product of 3,870 is obtained when 45 is multiplied by (a) 174,150, (b) 3,915, (c) 3,825, (d) 86. *d*
15. 500 is 250% of a number. The number is (a) 200, (b) 250, (c) 750, (d) 1,250. *a*
16. At 33 $\frac{1}{3}$ cents per pound, a person can buy [(a) 5, (b) 10, (c) 20, (d) 45] pounds for \$15. *d*
17. An article costing \$15 is sold for \$20. The per cent of markup, based on retail, is (a) 133 $\frac{1}{3}\%$, (b) 75%, (c) 33 $\frac{1}{3}\%$, (d) 25%. *d*
18. An article originally marked at \$8 is sold for \$6. The per cent of discount given is (a) 25%, (b) 33 $\frac{1}{3}\%$, (c) 50%, (d) 75%. *a*
19. A man bought a $\frac{3}{4}$ interest in a business for \$12,000. The business was valued at (a) \$3,000, (b) \$9,000, (c) \$16,000, (d) \$48,000. *c*
20. An agent received \$50 commission on a sale. If he received 5% on the sale, the sale amounted to (a) \$45, (b) \$250, (c) \$1,000, (d) \$4,750. *c*
21. The smallest amount of money for which you can purchase a washer listed at \$196, terms 5/10, 2/30, n/60, is (a) \$3.92, (b) 9.80, (c) \$182.48, (d) \$186.20. *d*
22. A discount series of 30% and 20% is equal to a single discount of (a) 10%, (b) 36%, (c) 44%, (d) 50%. *c*
23. An article costs [(a) \$17.50, (b) \$18, (c) \$32, (d) \$32.50] after 20% and 10% is deducted from the list price of \$25. *b*
24. The banker's interest on \$240 at 6% for 80 days is (a) \$1.60, (b) \$3.20, (c) \$241.60, (d) \$243.20. *b*
25. The accurate interest on \$75 at 4% for 90 days is (a) 73.9¢, (b) 75¢, (c) \$75.74, (d) \$75.75. *a*
26. A man spent \$24, which was 6% of his total earnings. His total earnings amounted to (a) \$28, (b) \$144, (c) \$376, (d) \$400. *d*

27. A coat listed at \$54 is sold for \$40.50. The per cent of discount is (a) 10%, (b) 20%, (c) 25%, (d) 33½%. c
28. An article is listed at \$12 less 16½%. To reduce its price to \$9 an additional [(a) 10%, (b) 20%, (c) 25%, (d) 33½%] must be given. a
29. A desk sold for \$96 after a markup of 20% of the original cost had been added. The original cost of the desk was (a) \$76.80, (b) \$80, (c) \$112, (d) \$115.20. b
30. The 5-year premium rate for insuring a house is 4 times the rate for 1 year. The premium on a house insured for \$10,000 for 5 years is [(a) \$300, (b) \$375, (c) \$2,250, (d) \$3,000] if the annual rate is ¾%. a

SECTION 2

1. Men's shirts are listed at \$28.80 a dozen. If a discount of 20% and 10% is allowed a customer, at what price does each shirt retail? \$1.73
2. Reconditioned vacuum cleaners cost a dealer \$48, less 20% and 10%. How much should he get for the cleaners if the markup is 20% of the retail? \$43.20
3. If money is worth 6%, to how much will an investment of \$3,800 amount in 88 days? \$3,855.73
4. A merchant discounted his own 2-month \$1,500 note at the bank on July 18. The bank-discount rate was 5%. Find the amount received by the merchant. \$1,487.08
5. Find the monthly installment payments due on a typewriter purchased on the following terms: Typewriter listed at \$96, subject to discounts of 20% and 10%; terms, 5% off for cash, or, if purchased on the installment plan, 25% down, and the balance in 8 equal monthly payments. \$6.46
6. Property valued at \$32,000 was insured for \$24,000. Fire caused a loss of \$28,000. Find the amount of indemnity paid by an insurance company: (a) under a policy containing a coinsurance clause; and (b) under an ordinary policy. (a) \$21,000; (b) \$24,000
7. The average monthly wage of a worker who retired at age 65 was \$280. Find the primary monthly benefit payments to which he was entitled. \$82
(Formula: 55% of the first \$110 of the average monthly wages, plus 20% of the next \$240 of average monthly wages.)
8. An oil company declared a 2¼% dividend on 24,000 shares of common stock having a par value of \$100 each. What was the amount of the dividend? \$66,000

SEMESTER TEST

Bookkeeping

In addition to sampling the technical topics covered in the second semester, this test makes an effort to cover the entire course.

Problems 1, 3, 4, and 5 require the preparation of journal entries. The teacher should decide, depending on his method of instruction, whether to require general journal entries or combined cash journal entries.

1. (6 points) Assume, as bookkeeper, that the totals of the Payroll Register are as follows: Earnings, \$3,200; O.A.B., \$64; and Income Tax Deductions, \$374. Prepare the journal entries to record this information and also to record the expense and liability of your company for a similar amount of old-age benefits—\$64.
2. (14 points) Assume, as bookkeeper, on May 31 the following balances: Cash, \$12,200; O.A.B. Payable, \$126.40; Income Taxes Payable, \$390; Salary Expense, \$6,320. Assume also that four working days have elapsed since the last weekly pay day; the amount of salaries earned in these four days is \$1,200.
 - (a) Prepare the following T-accounts: Cash, Salary Expense, Salary Payable, O.A.B. Payable, Income Taxes Payable, Profit and Loss Summary.
 - (b) Enter the above information directly in the accounts.
 - (c) Close the Salary Expense Account into the Profit and Loss Summary Account. Balance and rule the Salary Expense Account.
 - (d) Make a reversing entry in the T-accounts as of June 1.
 - (e) Enter the following information in the T-accounts from the Payroll Register as of June: Earnings, \$1,700; O.A.B. \$34; and, Income Tax Deductions, \$185.
3. (7 points) Prepare journal entries for the following transactions:
 - April 2 Purchased \$840 worth of merchandise from P. C. Trimble on account.
 - 12 Gave a 60-day, 5% note to P. C. Trimble in payment of our account.
 - June 11 Issued a check to P. C. Trimble in payment of our note and interest due today.
4. (4 points) Assume that the company by which you are employed as bookkeeper has a balance of \$356 in its reserve for bad debts account. Prepare journal entries to record the following information:
 - April 18 Wrote off the past-due account of Ernest Jones, \$72, as uncollectible.
 - 30 Increased the reserve for bad debts by ½% of the total monthly charge sales. The charge sales for April were \$3,620.
5. (4 points) Record the following transaction in the journal: Bought a new electric typewriter for \$325 cash and an old typewriter. The old typewriter cost \$160 and had a book value of \$40 at the time of trade-in. (Use the current date.)

6. (Allow 15 points each for the correct completion of the adjustment, adjusted trial balance, profit-and-loss statement, and balance-sheet columns—60 points in all. Deduct 2 points for each error.) As a bookkeeper employed by O. O. Brisbane, you obtained the following trial balance on December 31 last year.

O. O. Brisbane, Proprietor

Trial Balance

December 31, 19--

| | | |
|--|--------------------|--------------------|
| Cash | \$ 2,063.10 | |
| Notes Receivable | 850.00 | |
| Accounts Receivable | 4,391.50 | |
| Reserve for Bad Debts | | 18.65 |
| Merchandise Inventory, January 1 | 1,006.45 | |
| Delivery Equipment | 1,200.00 | |
| Reserve for Depreciation of Delivery Equipment | | 360.00 |
| Advertising Supplies on Hand | 195.00 | |
| Prepaid Insurance | 47.25 | |
| Accounts Payable | | 2,248.00 |
| O. O. Brisbane, Capital | | 7,110.99 |
| O. O. Brisbane, Drawing | 1,025.00 | |
| Sales | | 15,449.00 |
| Sales Returns and Allowances | 1,103.69 | |
| Purchases | 9,266.75 | |
| Purchase Returns and Allowances | | 37.40 |
| Salaries | 2,872.00 | |
| Rent Expense | 770.00 | |
| Advertising | 67.43 | |
| Delivery Expense | 373.70 | |
| Interest Income | | 7.83 |
| | <u>\$25,231.87</u> | <u>\$25,231.87</u> |

Assume that you have the following information; then, prepare a 10-column work sheet (Note: Some teachers may prefer to require an 8-column work sheet):

- (a) The merchandise inventory on December 31 was \$2,100.45.
- (b) Salaries earned but not due, \$128.
- (c) Prepaid insurance as of December 31, \$36.
- (d) Accrued interest on notes receivable on hand, \$3.57.
- (e) The inventory of advertising supplies is \$66.78.
- (f) The delivery equipment is to be depreciated at the annual rate of 25 per cent.
- (g) Estimated losses due to bad debts, 1 per cent of net sales.

INSTRUCTIONS: (a) Prepare a work sheet; (b) Record the adjusting entries in the general journal.

7. (20 points) Prepare a Profit-and-Loss Statement for O. O. Brisbane from the information obtained in Problem 6.
8. (20 points) Prepare a Balance Sheet for O. O. Brisbane from the information obtained in Problem 6.

SEMESTER TEST

Business Law

For each correct response in Section 1, score two points; for each one in Section 2, score five points.

SECTION 1

To the right of each of the following statements, write the word or phrase that completes the statement correctly.

1. A person designated by a will to carry out the terms of the will is a (an) *executor*.
2. A (an) *restrictive* indorsement renders the instrument non-negotiable.
3. The unauthorized signing of another's name to a negotiable instrument is known as *forgery*.
4. The payment of a small sum of money to keep an offer open is known as a (an) *option*.
5. The private creditors of a partner have first claim on his *personal* assets.
6. An innkeeper's right to hold property of a guest for an unpaid bill is a (an) *innkeeper's lien*.
7. A rule of law that applies to the purchase of goods by a buyer at his own risk is *caveat emptor*.
8. The charging of a rate of interest above the legal rate is known as *usury*.
9. One who is authorized to carry out a particular business transaction is a (an) *special* agent.
10. An addition to a will is a (an) *codicil*.
11. A court order directing that a certain thing shall or shall not be done is called a (an) *injunction*.
12. The approval by a principal of an unauthorized act of his agent is called a (an) *ratification*.
13. When the maker of a note refuses to pay it, the note is said to be *dishonored*.
14. If money damages will not compensate an injured party, a court of equity may require *specific performance*.
15. The written instrument transferring title to real property is called a (an) *deed*.
16. The legal document creating an agency is known as a (an) *power of attorney*.
17. Stock that is bought back by a corporation that has previously issued it is known as *treasury stock*.
18. A note payable to a nonexistent or imaginary person is considered payable to *bearer*.
19. In no case may the total family benefits under Social Security exceed \$ *200* a month.
20. Retirement benefits under the Social Security Act are based on the average monthly wage up to \$ *350*.
21. A person who receives a mortgage on a house as security for a loan is called a (an) *mortgagee*.
22. Dividends of a corporation are declared by the *directors*.
23. If the principal discharges the agent, the contract of agency is ended by *revocation*.
24. In order to make an insurance contract binding, the insured must have a (an) *insurable interest*.
25. If a partnership agreement makes no provision for profit distribution, profits are divided *equally*.

SECTION 2

Analyze each of the following cases, stating your decision and giving a one-line reason for it.

1. The payee of a negotiable note signed his name on the back of the instrument and delivered it to Farley. Farley wrote over the payee's indorsement, "Pay to Robert J. Farley or order." Can he legally do this?
Yes. The holder may convert a blank indorsement into a full or special indorsement.
2. Burke carried a fire insurance policy on his garage. He carelessly threw a lighted cigarette on the floor, causing the garage to be destroyed by fire. Can he collect from the insurance company?
Yes. The purpose of fire insurance is to safeguard against the results of negligence.
3. Weber, an officer of the Hill Packing Corporation, learned that a building owned by the company was not insured against fire. He obtained a fire insurance policy on the property in his own name. In case of fire, could Weber collect on his policy?
No. A contract for fire insurance is one of indemnity. Weber must have an insurable interest in the property at the time the loss occurs.
4. In a fit of anger, Carrell, a bus driver, strikes a passenger who tenders him a \$5 bill for fare. Can the passenger sue the bus company for damages?
Yes. A principal is liable for the torts of his agent or employee committed while engaged on the business of the principal.
5. Wright borrowed \$500 from Kelly. He gave Kelly ten shares of stock, with authority to sell them in the event the loan was not repaid. May Wright revoke Kelly's authority to sell the stock?
No. Kelly had an interest in the subject matter. An agency coupled with an interest may not be revoked.
6. Nash sued the partnership of Hall and Kent and obtained a judgment for \$3,000. The firm was insolvent. May Nash collect the amount of the judgment from Hall, who has a large personal fortune?
Yes. Every partner is personally liable for the debts of the firm if the firm's assets are not sufficient to meet the claims of the creditors.
7. Snyder built a house in such a way that the living-room bay window on the second floor extended over the land of his neighbor. Did he violate a right of the neighbor?
Yes. The neighbor may take court action to force Snyder to eliminate the overhang.
8. The land on which a house stands is needed by the city for a recreation center. May the land be taken away from the homeowner if he refuses to sell it?
Yes. The right to take private property for public use is known as the right of "eminent domain."
9. Coughlan was the owner of a large business property. He rented a store in the building to Larsen and agreed to accept as rent 20 per cent of the net profits of the business. Did this agreement make him a partner?
No. A partnership relationship presupposes authority.
10. Cook's average earnings while employed amounted to \$275 a month. How much would his primary monthly benefit amount to when he retired on Social Security?
It would total \$93.50, consisting of \$60.50 (55% of \$110), plus \$33 (20% of \$165).

SEMESTER TEST

Salesmanship

SECTION 1

After each statement, circle "True" or "False" (2 points each).

1. It is poor practice for the salesman, in attempting to obtain an interview, to give half-disclosed facts in the hope that the customer will desire to hear the rest of the story. *True False*
2. In attempting to obtain an appointment with

a prospect, the salesman should specify a definite time for the interview. *True False*

3. The sales talk should be liberally supplied with appeals—as many as possible. *True False*
4. All customers tend to judge merchandise on the same basis. *True False*
5. Argument is more powerful than suggestion in selling to women buyers. *True False*

6. A customer will generally develop a high regard for you if you have a high regard for his opinions. True False
7. The salesman should elaborate on the details of production or manufacturing processes in order to make the customer more interested in the approach. True False
8. It is possible to classify customers so that a salesperson can foretell exactly how a customer will react at a given time. True False
9. In selling, the emphasis should be placed on what the merchandise is rather than on what it does. True False
10. A desire to possess an article may be aroused by allowing the customer to handle the article. True False
11. Selling is a science, not an art. True False
12. Good salesmen are born, not made. True False
13. The salesman must sell himself before he can expect to sell his merchandise. True False
14. The salesman should show additional goods of the same type, even though the customer has indicated satisfaction with an article already shown. True False
15. If the salesman is enthusiastic, the prospect is likely to develop enthusiasm about the salesman's products. True False
16. In order to build up the value of an article in the customer's mind, the salesperson should emphasize price early in the sales interview. True False
17. Every sales talk should include an appeal to some buying motive. True False
18. In presenting merchandise, the object is to show a willingness to present as much merchandise of a particular kind as the store or department carries in stock. True False
19. The salesman should always try to suggest articles that will harmonize with the goods just bought. True False
20. An item has value only if the customer sees it and is willing to pay for it. True False
21. The price of an item indicates its value. True False
22. One of the salesman's chief jobs is to make people dissatisfied with what they have. True False
23. Dealer sales presentations are most successful when the salesman uses the pride appeal. True False
24. When the salesperson is at a loss as to additional selling points to present, he should immediately try to close the sale. True False
25. An objection by the customer indicates that the sale is lost. True False
31. If a customer approaches a salesperson with a request for an article that is definitely not suited to her needs, the salesperson should (a) cater to her wishes; (b) bring out articles that are more appropriate and demonstrate them; (c) bring out the requested item, then suggest more suitable merchandise (d) suggest that she take more time in considering the article before buying. c
32. The salesperson should stop showing merchandise when the customer (a) says, "I guess I'll have to look around some more"; (b) seems dissatisfied with the assortment; (c) seems uncertain about the value of the article shown; (d) becomes interested in one or two of the articles shown. d
33. Which of the following statements is most likely to make the customer see the value of your product? (a) "Nine out of ten people use this motor oil, Mr. Warren." (b) "This motor oil is sufficiently de-waxed not to gum up high-compression motors; consequently, it provides you with longer operating efficiency." (c) "This is an eastern motor oil that is vastly different from the cheaper western oils, Mr. Smith." (d) "This high-grade brand is the best on the market." b
34. In order to do an effective job of discovering new customers, the salesman needs plenty of (a) initiative, (b) tact, (c) friendship, (d) ambition. a
35. Indicate the type of opening exemplified by this statement: "Mr. Customer, Mr. Jones from Air Parts told me that you are a heavy user of aircraft paints. Last month we took an order from Mr. Jones, and he has now reordered for the third time. He is very happy with the 'BB' paints and would like to have you see the line." (a) Curiosity opener, (b) Reference approach, (c) Service approach, (d) Anecdote approach. b
36. Indicate the type of opening exemplified by this question: "Would you be interested in cutting your invoice costs in half, Mr. Smith?" (a) Question opener, (b) survey approach, (c) significant fact opening, (d) reference opening. a
37. Indicate the type of opening exemplified by this statement: "Mr. Brown, I'll bet you would like to see a sheet of carbon paper that you could rub against your face without making it dirty." (a) service approach, (b) reference approach, (c) survey approach, (d) curiosity opening. a
38. The dealer sales presentation is more likely to be successful if the salesman bases his appeal on the dealer's (a) curiosity about the product and its success, (b) desire to economize, (c) desire to imitate other dealers, (d) desire to profit. d
39. If the prospect comes out to the railing in his reception office when the salesman calls to explain a proposition and impatiently indicates his desire to end the interview, the salesman should: (a) start to explain his proposition, shortening it for the purpose of considering the prospect's time; (b) look the prospect in the eye and tactfully remind him that it isn't fair to treat him this way; (c) turn and walk out, because this type of prospect isn't worth selling to anyway; (d) arrange for another appointment at a more opportune time. d
40. The most important sense to emphasize in conveying sales material to the prospect is (a) sight, (b) touch, (c) smell, (d) hearing, (e) taste. a
41. When attempting to make a sale, don't be afraid to (a) use high-pressure sales methods, (b) make a trial close, (c) use excuses, (d) try to out-argue the customer. b
42. To secure happiness on the job, a salesman should go into the field for (a) the pleasure he takes in meeting people, (b) the money, (c) the experience, (d) the enjoyment he gets from it. d
43. When the customer says, "I can get the same kind of merchandise for less money at another store," the salesman should (a) tell the customer that his prices are fairly close to those of other stores in the vicinity, (b) tell the customer he carries only a quality product, (c) ask him why he doesn't get it at the other store, (d) question the customer about the quality of the other product and put him on the defensive. d
44. Suggestions should be made so that the customer comes to feel that (a) he is expected to buy more merchandise, (b) the salesperson desires to be of greater service, (c) he will help the salesperson by increasing her sales, (d) it is customary to buy the suggested merchandise for assurance of satisfaction. b
45. "Making the picture clear" means (a) persuading the prospect to see the value in your merchandise, (b) using technical words and phrases in order to give an accurate picture, (c) giving a demonstration to show how the merchandise works, (d) proving the merits of a product through laboratory tests. a

SECTION 2

To the right of each of the following questions or statements, write the letter of the selection that best answers the question or completes the statement. (2% points each.)

26. Which of the following statements is false? (a) The salesman should discover the customer's needs or wants and gear them to his product presentation. (b) The salesman creates a need or want for the product he sells. (c) The customer's decision to buy may grow out of either a rational or an emotional buying motive. (d) In selling consumer goods, buying motives are more commonly employed than rational motives. b
27. You are attempting to sell a retail grocer on the idea of stocking your line of products. Which of the following would offer the strongest appeal? (a) "You know, Mr. Jones, Mr. Smith, down the street, stocks this line." (b) "Mr. Smith has asked me to drop in to see you and tell you why he feels these products are so profitable for grocers in this area." (c) "I was just talking to Mr. Smith. He thought you ought to see this line because it provides a 22 per cent markup." (d) "Mr. Smith was telling me that he believes his high turnover and 22 per cent markup on these items is due to the shelf location." d
28. The best way to learn to apply sales principles is to (a) get into a selling job, (b) take part in sales demonstrations in the classroom, (c) read as many books on the subject of salesmanship as possible, (d) expose yourself to the tactics of different kinds of salesmen and analyze their sales methods. a
29. The essence of salesmanship is (a) compulsion, (b) argumentation, (c) persuasion, (d) fact presentation. c
30. If a salesman in a retail store sees a customer approaching the counter, she should (a) busy herself with the arrangement of merchandise, (b) strike up a conversation with another clerk, (c) wait for the customer to say something (d) come forward promptly. d

SECTION 1

Select any five of the six questions in this section. (Points 1-50; each question selected counts 10 points.)

1. Suggest five rules that an outside messenger should follow to complete his errand speedily and correctly.
2. Explain each step in the office procedure used when purchasing merchandise for stock.
3. How should the switchboard operator answer incoming calls? What should she do and say if the requested extension is busy?
4. The receptionist is the official greeter for the company. What can she do to give the caller the best possible impression of the firm?
5. Why doesn't the balance on the monthly bank statement show the same total as the depositor's records? Outline the procedure for reconciling the two amounts.
6. What can you do ahead of time to make the most of your chances at the job interview?

SECTION 2

To the right of each of the items in Nos. 51-60, write the letter of the word or phrase in the following list that is related to it.

- | | | | | | | | | | | | | | | | |
|------------------|--------------|---------------------|----------|---------------------------------|----------------------|----------------|---------------------|---------------------------------|--------------------------|-------------------|-----------|----------------|----------------|---------------------|---|
| (A) Toll charge. | (B) Bin tag. | (C) Release mark. | (D) COD. | (E) Operating costs and profit. | (F) Cross reference. | (G) Payroll. | (H) Prompt payment. | (I) List less 20%, 10%, and 5%. | (J) Business reply card. | (K) Down payment. | (L) Tape. | (M) Statement. | (N) Date file. | (O) Return receipt. | |
| 51. 3¢ apiece | J | 56. Registered mail | O | 52. Markup | E | 57. Inspection | C | 53. 2/10, net 30 | H | 58. Change sheet | G | 54. Net cost | I | 59. Cycle billing | M |
| 55. Tickler | N | 60. Listing | L | | | | | | | | | | | | |

SECTION 3

To the right of each of the following statements, write the word or phrase that completes the statement correctly.

61. If Roger F. Allen endorses a check over to Richard Smith and uses a blank endorsement, he writes _____ on the reverse side of the check. *Roger F. Allen*
62. If a file clerk removes a folder from the file, she puts a (an) _____ in its place. *out guide (out folder)*
63. The _____ telegram service is good for longer messages on which a delay of an hour or two would not matter. *day letter*
64. When a customer's account is to be adjusted for defective goods returned, a _____ is issued. *credit memo*
65. Circulars are normally sent as _____ class mail. *third*
66. If goods are sold in Cleveland for delivery to a buyer in Milwaukee, the shipping terms would read _____ if the buyer is supposed to pay the freight. *FOB Cleveland*
67. The most common size of stationery for business use is _____. *8½ x 11*
68. A sheet of this size must be folded _____ times to fit into a small business envelope. *three*
69. The official reference book for postal information is called _____. *United States Official Postal Guide*
70. A _____ is a special kind of time draft drawn on the purchaser when the goods are sold. *trade acceptance*

SECTION 4

To the right of each of the following statements, write the letter of the word or phrase that completes the statement correctly.

71. To make 25 copies of an interoffice memorandum, it would probably be best to use (a) carbon paper, (b) offset duplicator, (c) fluid duplicator, (d) stencil duplicator. *c*
72. Persistence is the trait of being (a) loyal, (b) unreasonable, (c) ambitious, (d) determined. *d*
73. A rough draft is a (a) torn check, (b) preliminary copy, (c) route sheet, (d) postscript. *b*
74. The full-block letter style differs from the Simplified letter in the use of (a) open punctuation, (b) close punctuation, (c) indentation of signature, (d) inclusion of salutation. *d*

75. A receptionist should treat an irate caller with (a) a quick brushoff, (b) sympathetic interest, (c) a short answer, (d) an immediate cash refund. *b*
76. Items in a geographic file are usually arranged first according to (a) town, (b) district, (c) state, (d) city. *c*
77. In filing, the process known as indexing refers to (a) deciding how to file, (b) sorting in a tray, (c) preparing folder labels, (d) arranging materials for transfer. *a*
78. A printing calculator is made by (a) Remington Rand, (b) Burroughs, (c) Marchant, (d) Royal. *a*
79. Verifax is the name of a (a) high-speed calculator, (b) visible file unit, (c) duplicating device, (d) intercom system. *c*
80. The machine that can produce a message from a perforated tape is called a (a) Multigraph, (b) Dictophone, (c) Flexowriter, (d) Deskfax. *c*

SECTION 5

To the right of each of the following problems, indicate the correct answer or answers.

81. If Anderson orders 2 items at \$4.15 and 6 items priced at \$4.50 a dozen, how much will his bill total? *\$10.55*
82. Smith has worked 45½ hours this week. His regular hourly rate of pay is \$1.40. He is entitled to time-and-one-half for work beyond 40 hours. Compute his gross pay. *\$67.55*
83. How much does a dealer have to pay for a shipment totalling \$360 at list prices subject to discounts of 25%, 10%, and 5%? *\$230.85*
84. Jones decides to raise prices in his shop. All \$5 items will go to \$5.75 and all \$6 items will be raised to \$6.75. What is the rate per cent of increase in each case? *15%, 12½%*
85. The cashier wants to pay out \$157.59 in cash, using the least number of bills and coins. What bills and coins should be used? *a \$100 bill, a \$50 bill, a \$5 bill, a \$2 bill, a 50-cent piece, a 5-cent piece, four 1-cent pieces*
86. Figuring 225 folders to the drawer, how many file folders might be found in 47 drawers? How many 5-drawer cabinets would it take to hold the material? *10, 5, 5, 10*
87. If an employee works for \$3,600 a year and is paid twice a month, how much is his gross pay for each pay period? *\$150*
88. The mail room requires 472 1½-cent stamps, 314 3-cent stamps, and 4 special delivery stamps. How much money is involved? *\$17.30*
89. If a station-to-station call costs 50 cents for each 3 minutes and a person-to-person call to the same place costs 65 cents for each 3 minutes, which would be the cheapest service for a 9-minute conversation, assuming that it takes 2 minutes to find the party at the other end of the line? How much would be saved? *person-to-person; 5 cents*
90. The company cafeteria sells all food on a cost-plus-10% basis. What would the cafeteria charge for each candy bar if the company paid \$14.40 a gross? *11¢*

SECTION 6

Read each statement, then circle the word True or False

91. The typist will make carbon copies of letters only when asked to do so. *True False*
92. "Justifying" is the process of typing an even left-hand margin. *True False*
93. Center position on the typewriter scale of a pica-type machine is normally 42 or 43 when the paper guide is set at 0. *True False*
94. Use a burnishing rod before applying correction fluid to an error when cutting a stencil that uses a coated cushion sheet. *True False*
95. Place tracing sheet on top of glass when cutting stencils on Mimeo-scope. *True False*
96. A postage meter is rented from the Post Office. *True False*
97. Robert A. McGowan would be filed before Mrs. Robert L. (Ada Rose) McGowan. *True False*
98. When pages are to be bound on the left, center heading over copy. *True False*
99. N. F. is a common abbreviation that means "no funds." *True False*
100. An order bill of lading can be endorsed to transfer ownership of shipment. *True False*

In secretarial practice, every day is, in effect, a test day. Students are putting into practice, productionwise, the skills they learned in previous classes—everything from straight typewriting or transcribing shorthand notes to filing, duplicating, or any other of the stenographer's countless jobs.

There is, however, one phase of the work that is very difficult to measure or test in the classroom; namely, job attitudes, loyalty to business, judgment, and common sense. A helpful technique that has been used by some teachers is the discussion, by class members, of true office case studies. If your class has already had considerable experience in discussing case studies, you may wish to use the following cases as a test. If you have never used such case studies (most teachers employ them once a week for about half an hour), you may wish to try these as a starter for your discussions. (Although Cases 1 and 2 seem similar, the first deals with an employee-employee relationship, the second with an employer-employee relationship.)

In most situations, there is no one pat answer; in the majority of cases, however, there is a key word or phrase the teacher might look for, as shown in the brief suggested answers.

CASE 1

At the age of 18, you have been employed as a stenographer in a large finance organization. It is your first job. There are ten other stenographers or secretaries working on your floor, none of whom has been in the company less than three years. Everyone is friendly, and the girls call each other by their first names. Agnes Koehler, the secretary to the executive vice-president, has an office nearby. All the men address her as Miss Koehler; you notice, however, that the girls call her by her first name. You wonder what you should do. Agnes calls you by your first name, so why shouldn't you call her by hers?

Despite the fact that this is a very informal office, you should call the secretary to the executive vice-president by her last name (unless she specifically urges you to use her first name—at any rate, wait for the invitation).

CASE 2

Your employer, the president of a small company, works right along with the other folks in the office. You notice that they call him by his first name, and he calls you by your first name. You have been with the company three months and wonder whether you should start calling him "Jim" or should continue to address him as "Mr. Jones."

By all means, address your president by his last name, even though he calls you by your first. It is one thing for a man of thirty to call the president "Jim"; it is quite another thing for a beginner of 18 to do so. Also, it is considered very bad practice to use simply a person's last name—e.g., "Where's Jones?" Always prefix it with the proper title—Miss, Mr., Mrs.

CASE 3

During lunch, one of your best friends, who works for another firm, lets slip some important information about a contract on which your firm is planning to bid. Should you consider the information confidential and say nothing to your boss, or should you tell him what you have learned?

Tell your employer, but do not divulge the source of your information. Loyalty to the firm that employs you obliges you to report anything that will affect company business.

CASE 4

If you were the one who accidentally let slip some information to your friend while at lunch, would you tell your boss on your return that you had done so?

Of course, you will tell your employer that you made this slip. If your employer knows about it, he may want to change his strategy. While we are all aware that we should

keep office information to ourselves, none of us is infallible. We should watch to make sure it doesn't happen a second time.

CASE 5

One day while your employer is away, a very important letter, for which he has been patiently waiting, arrives. You are just about to complete reading it when you are called to the reception room. On your return to your desk, the letter in question has disappeared. You and your co-workers look everywhere for the letter (including the wastebasket), but the letter cannot be found. You know that when your employer returns tomorrow, it is one of the first things about which he will inquire. What are you going to do about this situation?

A secretary who was faced with this problem telephoned the company who sent the letter, explained the situation, and the secretary at the other end dictated it to her from her carbon copy. Then, that secretary made another copy of the letter on their official letterhead and sent the letter by Special Delivery. The secretary who took the dictation over the telephone had a copy of the letter for her employer on his arrival the next day. The "Special" arrived soon after.

CASE 6

Your employer has stepped out of the office for a few minutes. While he is gone, one of his superiors stops by your desk to ask for some information that you feel is confidential. Should you give it to him? If not, why not?

Explain that your employer will be back in a few minutes and you feel he has a better grasp of this information. Unless you have been instructed otherwise, you don't give out information that is confidential.

CASE 7

You are working in a small office that employs fifteen people. Each day, during the first lunch hour, all the employees except you and one other person go to lunch. During one such lunch hour, a repairman calls and says, "I've come to repair the adding machine." You look blank, because you didn't know the adding machine needed repairing. You tell the man so. He tells you (showing you a note at the same time), "Here's my note on it—why, there's the machine right there." (Pointing.) Because he seems to know all about it, you let him examine the machine. After working on it for a few minutes, the man says, "I can't repair this here—I don't have the proper tools. I'll have to take it back to our shop. Sign here." You hesitate, not knowing what you should do. What would you do?

Don't let him take it. Never let a piece of equipment leave the office without authorization.

CASE 8

Your employer has left his office to go downstairs for a coffee break. He is gone longer than usual; and, while he is away, his boss stops in twice to see him. The second time, his boss is a little annoyed and says, "Isn't he back yet?" You have tried to see if there was something you could do, but the top boss says that he must see your employer immediately on something urgent. You don't want him to stop by the third time without finding your employer there. What would you do?

You might ask one of the other people in your office to take over your telephone calls while you go personally to see your employer. (Don't have someone else run this errand for you.) Or, you might telephone where you know he is having his coffee and have him paged, if that is possible. Speak to him yourself—do not give anyone else the message.

CASE 9

Your employer, a vice-president in a large organization, is having visitors from all walks of life; for some you rise, for some you do not. You are not sure, however, whether you are using good business etiquette. For which of these would you rise in greeting? (a) junior executive; (b) the president of your firm (who visits your floor very, very seldom); (c) a woman department head; (d) a clergyman; (e) an elderly gentleman.

You should always be natural in your greetings. When in doubt, rise. However, business etiquette says you should rise for (b), (d), and (e). If you are a young man, you would rise for the woman department head; if the department head is elderly, a young woman might rise, too. One should not be constantly jumping up and down from the chair; so, if the woman department head is visiting you frequently, don't rise.

CASE 10

Your day officially starts at nine o'clock, but your employer never gets in before 9:45. You have seen no particular necessity for making an effort to get in on time, so you are usually at your

desk by 9:15. When someone from Management comments to you about your being late, you reply that you are no later than the others (most of the workers are not at their desks until 9:15); furthermore, you always make it up at lunch time—at any rate, you are there before your boss. Do you think you have a point, or do you think you should be at your desk at nine regardless of the time your employer reports?

Definitely, you should be at your desk at nine, regardless of the time your employer reports. It is not a very good trait to report that the others do not show up until 9:15. The fact that you say you make up the time during the lunch hour does not compensate for your continually being late. Besides, important telephone calls may come in shortly after nine o'clock, and it is a part of your job to be there.

SEMESTER TEST

General Business

This objective test covers the following unit topics: Using Communication Services, Using Travel Services, Using Transportation Services, Finding and Keeping Information, Government and Our Business Life, and You and Your Future.

SECTION 1

Read each statement, then circle the word "True" or "False."

1. The best way to answer the telephone is to say, "Hello." True False
2. Postal cards may be sent by airmail. True False
3. The cost of a night letter is cheaper than that of an identical day letter. True False
4. Reservations are required for traveling by Pullman on trains. True False
5. Guests are required to register when they leave a hotel. True False
6. A round-trip bus or train ticket is good for six months. True False
7. The amount of baggage one may take on a bus, train, or airplane is restricted. True False
8. The number of people in the group is a main factor in choosing the method of traveling. True False
9. Family-plan reduced fares are in effect on weekends. True False
10. The price of one's ticket for traveling by Pullman includes the cost of his meals. True False
11. Under the family plan, only children may travel at reduced rates. True False
12. Limitations are placed on the size and weight of packages that may be shipped in the mail. True False
13. The United States Post Office Department is self-supporting. True False
14. Railway Express offers free pick-up and delivery service. True False
15. Rail freight may be sent either prepaid or collect-on-delivery. True False
16. A telegram may be sent collect. True False
17. The Federal Reserve Board has the power to regulate installment buying. True False
18. All contracts must be in writing in order to be enforceable. True False
19. A tax on property is a relatively new tax. True False
20. A job description helps you to understand the requirements of a position. True False

SECTION 2

To the right of each sentence, write the word or words that complete the statement correctly.

21. The part of a letter that contains the message is called the body.
22. A telephone line that connects two businesses and is reserved for their exclusive use is a leased wire.
23. The purchaser of a round-trip train ticket saves 10 per cent on the total fare.
24. The part of a letter that precedes the salutation is the inside address.
25. If a hotel's rates include the price of the room only, the hotel operates on the European plan.

26. A bus that has been reserved for the exclusive use of a particular group is a chartered bus.
27. Fourth-class mail is often referred to as parcel post.
28. The exclusive control of a product or service in a monopoly.
29. One's exclusive right to an invention is protected by a patent.
30. The filing plan most commonly used for filing correspondence is the alphabetical plan.
31. An overseas telegraph message that is not sent by cable is a radiogram.
32. When valuable papers are sent through the mail, they should be registered.
33. A transportation service that crosses the entire nation is called transcontinental.
34. A form that gives one stockholder authority to vote for another is a proxy.
35. The author of a book is protected through the issuance of a copyright.
36. The minimum weight on which freight rates are based is 100 pounds.
37. A formally organized group of laborers is called a union.
38. The maximum number of words allowed for the minimum charge in a day letter is 50.
39. An advancement to a position with greater pay and responsibility is a promotion.
40. The number of time zones in the United States is four.

SECTION 3

To the right of each question, write the letter of the word or phrase that best answers the question.

41. How many words does the minimum charge for a full-rate telegram allow? (a) 10, (b) 15, (c) 20, (d) 25. b
42. What term describes a long-distance telephone call that is placed to a specific individual? (a) local, (b) station-to-station, (c) messenger, (d) person-to-person. d
43. By purchasing a round-trip plane ticket, how much does a person save on the total fare? (a) 5 per cent, (b) 10 per cent, (c) 15 per cent, (d) 20 per cent. a
44. How would you send a parcel-post package that was to be shipped with the first-class mail? (a) special handling, (b) insured, (c) special delivery, (d) C.O.D. a
45. What is the term used for a trip plan that shows the places one is to visit, the day of arrival, and the reservations held? (a) budget, (b) timetable, (c) route, (d) itinerary. d
46. What is the term applied to a business in which no person may be hired who is not a union member? (a) union shop, (b) closed shop, (c) open shop, (d) collective shop. b
47. What term describes contracts made with minors? (a) valid, (b) void, (c) enforceable, (d) voidable. d
48. What is a tax levied against goods imported from another country? (a) gift tax, (b) hidden tax, (c) tariff, (d) income tax. c
49. What determines the cost of shipping by parcel post? (a) weight and distance, (b) type of package, (c) distance only, (d) weight only. a
50. What should be done in filing a letter that involves more than one name or subject? (a) file it in several places, (b) microfilm it, (c) cross-reference it, (d) number it. c

This test deals with principles of English usage involved in business correspondence. Each of the 25 questions counts 4 points.

To the right of each of these 25 groups of sentences, indicate which sentence—(a), (b), (c), or (d)—violates a principle of good letter writing.

1. (a) Please send Jackson a copy of my letter about the milling machine. (b) Thank you for your Order #423. (c) We were glad to receive your Order #423. (d) Please send a sample of your latest output of navy blue, 40-denier nylon tricot. a
2. (a) You will be delighted with the way the orders will come rolling in. (b) Possibly you will have to hire extra help to take care of the rush of orders. (c) Whoops! How the orders will come rolling in! (d) We predict an increase in the volume of your business. c
3. (a) We shall be happy to reimburse you. (b) Yours is the only complaint we have received. (c) Your letter of July 8 was most helpful. (d) Thank you for telling us about the wearing qualities of our #86 desk. b
4. (a) We wish it were possible to contribute to your fine cause. (b) While we are unable to make a contribution, we do extend our best wishes. (c) So many calls were made on us that we were forced to make only one lump contribution to the Community Chest. (d) Although company policy prohibits our contributing, we shall be happy to tell our employees about your coming Fair. c
5. (a) Your accounting system and ours are alike. (b) Please indorse this check and return it to us. (c) The Supermarket has a monopoly on the food business in this city. (d) We find that we have the same identical problems. d
6. (a) We are pleased to open an account for you. (b) We should like very much to number you among our charge-account customers. (c) We are happy to offer you the privilege of charging your purchases. (d) It is a pleasure to open an account for you. c
7. (a) If we can be of further assistance, feel free to call on us. (b) You will find real satisfaction in the use of the Magic range. (c) Please reply by return mail and oblige the writer. (d) Thank you for thinking of Magic when you think of ranges. c
8. (a) Possibly you have already mailed your check. (b) Undoubtedly this is an oversight, and we shall receive your check soon. (c) Your reputation is such that we expect soon to receive your check for \$45. (d) We trust that you will not be antagonized by our reminding you about your little bill of \$45. d
9. (a) Every retail store loses money because of shoplifters. (b) Our guards are trained to keep a sharp lookout for shoplifters. (c) Yes, we do lose annually through the medium of depredations by kleptomaniacs. (d) We find that all shoplifters are not kleptomaniacs. c
10. (a) You are to make an immediate adjustment, or we will take our business elsewhere. (b) We know that we have only to notify you in order to receive immediate adjustment. (c) You will undoubtedly be interested in the violation of one of the terms of your contract. (d) We know that you will appreciate our telling you that the slacks on order #32 were seconds. a
11. (a) The delay in the receipt of Order #68 has caused us some embarrassment. (b) Can we come to an agreement with regard to the prompt shipment of our future orders? (c) Should there be any delay in the shipment of our future orders, please so notify us. (d) The delay in the receipt of our Order #72 leads us to think that your factory help needs closer supervision. d
12. (a) Your criticism has been received, and we are sending a duplicate of your Order #24. (b) We are glad to send you a duplicate of your Order #24. (c) You are quite right about the need for adjustment on your Order #24. (d) You did us a real favor by telling us about the difficulty you had with Order #24. a
13. (a) Please return at our expense the tubing you were unable to use. (b) We are sending you today a duplicate shipment of the tubing on your Order #42. (c) Thank you for telling us about the tubing on Order #42. (d) We have instructed our driver to pick up the defective tubing on your Order #42. d
14. (a) We should be very grateful for your kind consideration of our bid. (b) We are enclosing our bid for landscaping of the house at 124 Smith Street. (c) Please send us specifications for the landscaping project at 124 Smith Street. (d) When are the bids for the landscaping project at 124 Smith Street to be opened? a
15. (a) You will enjoy the relaxation that goes with sleeping on a Downy mattress. (b) Your furniture will shine like new after one application of Gleme. (c) Our Brisk cleaner cuts housework time in half. (d) You can own a Brisk for as little as \$3 a month. c
16. (a) We appreciate your remembering us, but we are deferring purchases until after inventory. (b) We regret to tell you that we are already overstocked with your goods. (c) We are unable to take advantage of your fine offer because of lack of storage space. (d) Although we are unable to purchase now, please keep us in mind when you have other offers to make. b
17. (a) May I call you soon to tell you more about my qualifications? (b) Honor grades in arithmetic, bookkeeping, and clerical practice have helped to prepare me for a beginning bookkeeping position. (c) I have taken all business courses at Fern High School. (d) My qualifications include the ability to spell correctly. c
18. (a) Only the distance involved prevents us from accepting your invitation to show our products at the annual Housewares Exhibit. (b) We are unable to accept your gracious invitation because of a conflict in dates. (c) The illness of our housewares manager prevents us from accepting your invitation. (d) Unfortunately, we have decided not to show at your exhibit because the attendance is too small to pay for the expense involved. d
19. (a) Thank you very much for the offer contained in your letter of June 4. (b) We are enclosing Order #68 for special discount goods offered in your letter of June 4. (c) We are very glad to take advantage of your offer of June 4. (d) Your special discount offer of June 4 was very welcome. b
20. (a) We wish we could accept the return of your sweater, but the accompanying directions read "dry clean." (b) Perhaps you would like to order another sweater, one that you can wash. (c) If it were at all possible, we would make an adjustment in your sweater. (d) Since you failed to read the directions, we must disclaim responsibility for shrinkage caused by washing. d
21. (a) Although we are unable to open a charge account for you right now, we shall be happy to fill all your cash or COD orders. (b) Perhaps you would like to avail yourself of our excellent COD services. (c) We now have so many charge-account customers that we cannot add your name to the list. (d) Although we are unable to send you a charge plate, we should like to serve you whenever you visit our store. c
22. (a) Because our customer has changed her mind, we shall be unable to use Special Order #89. (b) Please cancel Special Order #89. Our customer has selected an article from the regular stock. (c) Please cancel Special Order #89, which is not now needed. (d) Our customer just telephoned to say that she has decided not to buy the coat on Special Order #89. c
23. (a) Our purchase of 25 boxes of carbons proved to be a wise investment. (b) Our purchasing agent was responsible for the order. (c) The assistant in charge of office supplies reports to the purchasing agent. (d) The purchasing agent told one of his assistants that his reports were not in order. d
24. (a) You would help us so much by telling us why your account remains inactive. (b) We have missed hearing from you and would like to know if you have received our latest catalog. (c) Is there anything we can do to make you activate your charge account? (d) You have always been such a good friend of ours that we are wondering why you have not used your charge account lately. c
25. (a) We have your order of May 13. (b) Thank you for your order of May 13. (c) Your fine order of May 13 was received today and will be shipped today. (d) Your order of May 13 was very welcome. It will receive our immediate attention. a



Picture Report:

EBTA Convention

FAMILIAR FACES, and a few new ones, were seen at this year's EBTA convention in Atlantic City, New Jersey. At top, two visiting presidents, Gladys Johnson, of SBEA, and Leslie Whale, of NBTA, glance over the convention program. Among the faces and names they saw at the Ambassador Hotel were (in a clockwise direction, beginning at top right): Bruce Jeffrey (left), Salem (Massachusetts) State Teachers College and a group of student teachers; Ernest Hadaway, Mrs. Mary Belle Walker, and Mr. and Mrs. Donald Wilkes, all of Strayer College, Baltimore; Charles Temple, Ryerson Institute of Technology, Toronto; Mrs. R. N. Elliott, William Darnell, McGraw-Hill Book Company, and R. N. Elliott, Sir George William College, Montreal; Edward Hippensteel, Atlantic City, and Donald Fuller, Syracuse (New York) University; and Dorothy Veon, Pennsylvania State College, and Leroy Brendel, Beverly, Massachusetts. At bottom left are Gladys Johnson, keynoter D. D. Lessenberry, University of Pittsburgh, and Kennard Goodman, Cleveland. (See news, page 48.)



READY-TO-USE TEST

GENERAL BUSINESS TESTS:

9. Finding, Keeping Information

INEZ RAY WELLS, Ohio State U., Columbus, Ohio

THIS is the ninth in a series of ten general-business tests, which we are featuring throughout this school year. Each test is based on a unit common to the leading textbooks on general business.

The correct answer to each question is indicated in *italic* type. There are 50 objective questions, which may be scored either by the point system (2 points for each correct answer) or by normal-curve distribution.

SECTION 1

To the right of each statement in this section, write the letter of the item in the following list that would best serve as a source for the desired information.

(A) Atlas. (B) Census report. (C) City directory. (D) Congressional Record. (E) Dictionary. (F) Encyclopedia. (G) Reader's Guide to Periodical Literature. (H) Telephone directory. (I) Trade publication. (J) Who's Who. (K) Who's Who in America. (L) World Almanac.

1. World happenings in the last year. *L*
2. A complete and concise description of a topic in almost any field of knowledge. *F*
3. The correct spelling, pronunciation, meaning, and derivation of a word. *E*
4. Records of athletes in an important shooting event. *L*
5. Information about a prominent person living in England. *J*
6. Information about the cities, towns, rivers, etc. of your home state. *A*
7. Information about the song, "The Star Spangled Banner." *F*
8. The name, address, and occupation of a person living in a specific city. *C*
9. A list of magazine articles on a particular subject. *G*
10. A copy of a speech made in the United States Senate. *D*
11. Information about a prominent person living in the United States. *K*
12. The meaning of a common foreign word or phrase. *E*
13. A list of the automobile dealers in your home town. *H, C*
14. A list of synonyms of a particular word. *E*
15. Information about the population of the United States. *B, L*
16. Detailed information about a particular business. *I*

SECTION 2

Indicate the filing system that is used in each of the situations outlined in this section, by writing the appropriate letter in the space provided to the right of each statement.

(A) Alphabetic. (C) Numeric.
(B) Geographic. (D) Subject.

17. Mr. Jones, who has moved from Nebraska to Minnesota, asks that his magazine be sent to his new address. The publisher replies that his former address must be known in order to find the record of his subscription. *B*
18. Mary subscribes to several magazines. For her household file, she needs a record that will show when her subscription to each magazine expires. *D*
19. Mr. Smith is a lawyer. He wants to keep the information and correspondence about each case together, and also to be able to insert new folders in back of folders already in the file. *C*
20. John buys recordings of his favorite dance bands. At first,

he kept the records of each band together, but that was unsatisfactory because each time he bought a new record he had to rearrange all the others. What system would be better? *C*

21. Mrs. Brown has a file in which she keeps magazine and newspaper clippings about various household goods. *D*
22. A recipe file *D*
23. A correspondence file, in which the name of the person or the company writing the letter is very important. *A*
24. A correspondence file of a mail-order company that has customers scattered all over the United States. *B*
25. A card file of all the books in the library. *A*

SECTION 3

In each of the sentences below, one or more words are needed to make the statement complete. Write the necessary word or words in the blank space provided.

26. The file that contains a complete list of the books in a library is called a(n) _____, _____ card catalog
27. Information in an encyclopedia is usually arranged alphabetically by _____, _____ subject
28. A dictionary that contains nearly all the words in a language is called a(n) _____ dictionary, _____ unabridged
29. A book containing maps and geographical information is called a(n) _____, _____ atlas
30. A book that contains an alphabetical list of all the stores, business, and professional persons in a large community is called a(n) _____, _____ city directory
31. A book that contains the voting records of all United States senators and representatives, plus other information, is called the _____, _____ Congressional Directory
32. A systematic method for keeping papers and correspondence in order is called _____, _____ filing
33. An accordion-type file that expands as more papers are added is called a(n) _____, _____ file, _____ bellows
34. The type of file, used by most businesses, in which papers stand on end is called a(n) _____, _____ file, _____ vertical
35. A sheet of paper, which is inserted to indicate where the material referred to may be found in the file, is known as a(n) _____, _____ sheet, _____ cross-reference
36. A card or sheet of paper that indicates that something has been removed from the file and also by whom it was removed is known as a(n) _____, _____ out guide
37. When material is removed from an active file and is stored away for possible future reference, it is said to have been _____, _____ transferred
38. The process of photographing records in miniature size to reduce storage space is known as _____, _____ microfilming
39. A file arranged so records can be seen without removing the material is called a(n) _____, _____ file, _____ visible
40. If a numeric file is used, it is also necessary to have a(n) _____, _____ index so that the material may be located when it is needed. alphabetic

SECTION 4

Read each statement, then draw a circle around the word *True* or the word *False*, depending on whether the statement is correct for an alphabetical listing.

41. William Rauch precedes William A. Rauch. *True False*
42. A. B. Shuster precedes H. M. Schuster. *True False*
43. Stanley Star precedes Star Cafe. *True False*
44. Brown Cafe precedes Browne Cafe. *True False*
45. Andrews & Welsh Company precedes Bryan Andrews. *True False*
46. C. H. Harper precedes Harper's Brothers. *True False*
47. A. O. Graves, Inc. precedes The A. O. Graves Agency. *True False*
48. Mary Anderson precedes Mary Andrews. *True False*
49. Rosa Smith precedes Rose Smythe. *True False*
50. Frank O. Hughes precedes Frank J. Hughes. *True False*

IF YOU HAVE a successful test on any business-education subject and are willing to share it, send it to us; we will send you \$10 if it is accepted for publication. It must be on one topic, must be usable with any textbook, and permission to duplicate it must be given. Be sure to enclose correct answers.

AUTOMATION'S EFFECT

(Continued from Page 25)

students aware of the new concept of clerical automation. When students leave school and enter the business world, they should have some knowledge of electronic computers—not in terms of how they work, but in terms of what they do and the extent of their use in large and small offices.

It is doubtful whether the schools will be able to provide the technical training necessary to prepare students to operate automated office equipment. The cost of such equipment is so prohibitive that only the largest school systems can even consider its purchase. Training on key-punch machines, for instance, has been deemed a necessity for many years by business educators; yet, there are few or no instances of their purchase by schools or colleges for instructional purposes. The introduction of even such a relatively inexpensive item as the electric typewriter is proceeding all too slowly in most school systems. Clifton C. Thorne, in an article (BEW, October, 1955, p. 28) presenting a business teacher's view of automation, states: "[The lack of automation equipment in schools] will necessitate co-operation with industry in developing work-education programs and exploring the possibilities of industry's subsidizing the purchase of equipment for student use."

Certainly, the precedent exists for business and industry either to give equipment to the schools or to subsidize its acquisition. In New York City and elsewhere, for instance, the New York Telephone Company has loaned expensive Tele-Trainers to many high schools. Automation manufacturers may feel constrained in the future, as the use of automatic equipment gains momentum, to give or to lend larger school systems key-punch and other machines. Whether or not this is done, work experience or co-operative programs will probably assume ever-greater importance. In the absence of such co-operation, these manufacturers must train applicants to operate the machines or else provide on-the-job training for customers.

Up to the present, it has been the general policy of most organizations to select computer operators, coders, and programmers from their own staffs, and to train them in co-operation with the machine manufacturers. For instance, A. C. Vanselow, of the Franklin Life Insurance Company,



SHORTHAND CORNER

JOHN J. GRESS HUNTER COLLEGE, NEW YORK, N.Y.

A glance at the calendar reveals that we have but a month to go before the end of the school year. Examinations will account for at least one of those weeks, however, which means that we have about three full weeks in which to complete our presentation of Gregg shorthand theory and then give a review of the entire system. It's a problem that faces every teacher.

What to do? Well, here are some practical ideas. I, too, found myself crowded for time as the first of the month approached. My beginning class in Gregg shorthand was ready for Chapter 8. But, as I looked ahead, I saw that I could combine into one class period the omission of words in phrases, *understand* and *understood*, and *misunderstand* and *misunderstood*, Lesson 43, and the 24 compound words of Lesson 44. Students have little difficulty in combining words and phrases they are used to writing in another form. The result is that a full period can be saved at this stage of the teaching program.

Moreover, the two sets of brief forms in Lessons 45 and 46 can also be covered in one period. The abbreviations under "Quantities" and the four Intersection outlines still leave time for reading and writing practice. It is possible, too, to present Lessons 47 and 48 as an out-of-class review. All this accounts for six lessons in three class periods. In another period, the word endings and brief forms of Lesson 49 and 50 may be combined. We can also double up on the brief forms in Lessons 51 and 52. The word ending, *less*, will take but a moment's presentation on the board, after which we can swing into the geographical terminations in Lessons 52 and then 53.

Before you start worrying about such a rapid-fire procedure, let me say that it is done in many classrooms, at all levels, year after year. My own students have approved it in the form of better shorthand outlines, a firmer grasp of the principles of Gregg shorthand and a faster reading and writing speed.

At this point, the revised edition of the Manual asserts itself. Specifically, Lessons 55 through 70 co-ordinate the semester's work. Lessons 55 through 63 concentrate on the "devices" presented in the first nine chapters. This gives you leeway to begin with Lesson 63, which reviews Chapter 9, and then work ahead from the first chapter, or you may begin with Lesson 55, which reviews Chapter 1, and cover the chapters in order. I have found it worth while, however, first to review Chapter 9, then assign the first Chapter for review the next day; this is followed by Chapter 8 and the review for the second Chapter, and so on. Such a procedure enables your "stenos" to clear up hazy spots and also gives them a rapid-fire workout that they will appreciate.

Brief forms (all 172) are reviewed in the letter-application plate exercises of Lessons 64 and 65. They can be transcribed from the Brief Form Chart (pages 315-316) and applied to the letters in the plate material exercises. Word beginnings (all 72) are illustrated in the letters of Lesson 66. Lesson 67 includes exercises on 76 word endings. The authors have also provided a thorough review of every phrasing device (112 in Lesson 68 and 100 in Lesson 69). These letters concentrate on phrases presented in the first nine chapters of the Manual.

Students are prepared for the advanced stages of shorthand by means of nine Pretranscription Quizzes, beginning with Lesson 62. Students must provide 60 commas and 24 missing words for these exercises. Finally, you'd be missing a good bet if you didn't have your students read Lesson 70. There are many chuckles in this humorous exchange of correspondence between a hotel manager and a guest. It might even kindle in your students the desire to continue their study of Gregg Shorthand Simplified.



CONSUMER training

RAMON P. HEIMERL, COLORADO STATE COLLEGE, GREELEY, COLORADO

Every consumer should be familiar with some basic principles of business law. In everyday affairs one is constantly in need of such fundamental knowledge. Perhaps the first thing to know is when to consult a lawyer.

Much difficulty can be avoided if one knows the common business transactions and the legal implications involved. The seven chief topics about which consumers should be informed are basic legal terms, court systems, fundamentals of contracts, buying goods and services (negotiable instruments), wills, real property, and business organization. Many other topics may be included if students are interested, but these are the common ones that the average citizen will meet in his contacts with the business world.

Teaching devices should be adjusted to the level of the average consumer, not the pre-law student. Law may be presented through the functional problems that everyone faces. Cases from the newspaper might be a starting point. Then the legal principles behind the case should be brought out.

The class might also select a judge and actually try several cases to find out if the group understands the basic principles. These cases may be written by the students and the teacher about actual situations in everyday business affairs. A visit to a small claims court can be a valuable aid in the understanding of legal procedures, though the case approach seems to have proved itself more effective for the average student. Both methods should be used, if possible.

Materials for such a practical approach to business law can be found everywhere in the business world. Certainly one can collect and analyze many kinds of contracts and other legal documents. Most lawyers are willing to furnish copies to a group for study purposes. Newspapers and magazines provide many other cases for study. Pupils can also bring in cases that they know about or about which they can secure facts. Digests of local and state statutes will make the study practical. Another practical approach to the study of law may be made by using the booklet, "You and Your Attorney," which has been published by the Republic National Bank of Dallas, Texas.

An excellent digest of the basic principles of business law can be found in *The Consumer and the Law*, by the Consumer Education Study. This high school study unit can be obtained from the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C. It may be used either as the basis for such a unit or as reference material. Good high school business-law textbooks will serve for reference works when studying actual cases.

Bulletin boards can be made attractive to high school students by using some of the humorous legal columns appearing in the popular magazines: "48 States of Mind" in *Colliers*; "You Be the Judge" in the *Saturday Evening Post*; and "It's the Law" in the *American Magazine*. Of course, a good display of contracts is always valuable. Also, pupils might collect and bring to class various kinds of checks, notes, endorsements, or other negotiable instruments.

If consumers are to face the business world as it exists today, they must know some of the basic legal principles that govern modern business activity. Teachers of consumer education should plan to include a study of such principles in their course. It is from their classrooms that the young people of today learn to face the business world.

states, "It is much easier to teach our personnel how to program than to teach outside experienced programmers the life insurance business." General Electric, in operating its computer in its Evendale (Ohio) plant now employs forty programmers, who were trained (for the most part) on the job. These people are more highly paid and more highly trained than the calculator operators whom they replaced. They are in great demand elsewhere in industry and eight of them have professional standing. The U. S. Census Bureau and other Government bodies have similar programs. Another large insurance company, in installing its computer, had considered in the beginning giving more or less formal training to all employees selected for the computer staff. But, as a result of its experience with the first few trained in this manner, it was decided that on-the-job training would be best for most.

The High School's Function

It might be questioned, however, whether the schools should provide such vocational training in the first place; the extension of automation may serve to rekindle the old and bitter controversy concerning the place of vocational education in the high schools. Critics of present-day secondary school curricula, (like Arthur Bestor, Albert Lynd, and Mortimer Smith) are contending ardently and cogently—although perhaps unrealistically—that there is no place for such programs as vocational training and life adjustment in the high schools. Robert Hutchins, in his provocative little book, *The Conflict in Education*, makes these points in support of this contention:

Assuming that the young must adjust to their environment, including their economic environment, can the educational system give a boy as good a training for a particular task in industry as the industry itself could give him? In America, technical institutes of the European type are virtually unknown. Vocational training is given along with all other types of training in the same schools. Because of the relative ease of vocational instruction and because of the immediate interest it excites on the part of the pupil, such instruction has the tendency to force out of the course of study and other kind of instruction. Yet we learned in the War that the airplane companies could produce in a few weeks better airplane mechanics than the schools could produce in years. The pupils in the schools were necessarily trained by obsolescent teachers with obsolescent machinery. Hence the result of the emphasis on vocational

training in America is poor mechanics without education.

Under these circumstances, it is believed that the high schools will best serve in preparing students to enter the automated office of tomorrow by giving them a liberal education with emphasis on the fundamental skills, the ability to communicate with others, the transmission of our cultural heritage, and training in the ability to think clearly and independently. With change as the one element in business that endures from year to year, industry is looking for flexibility in its employees. That excessive specialization is undesirable in a dynamic and ever-changing economy is evidenced by the fact that so many people are today working at jobs and in industries that did not exist when they went to school. It is only reasonable to assume that many of our present students will be engaged in jobs that will be created as the result of technological change.

This point of view does not necessarily mean that specialized skills like stenography, bookkeeping, and typewriting, which require extended periods of training, highly competent teachers, and a great deal of equipment, have no place in the high schools. Business and Government are certainly incapable of assuming the responsibility for such a training program and look to the secondary schools to do the job for them. It merely means that unspecialized, general types of skills are best acquired on the job and that the time formerly spent on such training should be devoted instead to the liberal curriculum mentioned above. It also means that a substantial part of every specialized course should also be devoted to the liberal disciplines—scientific, historical, mathematical, and literary subjects; or that vocational programs should be divorced from the secondary school curriculum and taught as an independent specialty after graduation, for example, in a junior college.

The ultimate effect of automation on business education will be to encourage and stimulate a re-examination of secondary school offerings in the light of the changing demands made on people as citizens and workers by the new technology. Because business teachers will have a prime role to play in this re-examination, they should know and understand automation thoroughly.

(This article concludes the series.)



JANE F. WHITE GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE, GEORGIA

teaching aids

On selling and management. The Bureau of Business Management, College of Commerce and Business Administration, University of Illinois, has developed a series of bulletins on industrial management, office management, personnel management, financial management, and retailing and sales. They are most helpful. Four that would be of particular interest are: "The How of Successful Selling," "A Brief Review of Modern Office Machines," "A New Approach to Improving Typing Ability," and "Federal Services Available to Small Business." Each costs 25 cents. Request a complete list of the publications available from this bureau.

Typing dictation. One of the newest teaching aids prepared by The SoundScriber Corporation is Teaching Aid No. 3, which contains actual copy for direct dictation exercises at the typewriter and discusses the value of learning to take office dictation direct on the machine. The aids are free in single copies. The SoundScriber address is 146 Munson Street, New Haven, Connecticut.

Job instruction. Last June this column reviewed *Job Instruction Sheets in Office Practice*, by Raymond Brecker, 58 Carmel Road, Buffalo 14, New York. Inadvertently the purchase price of \$2.20 was not mentioned. The author now reports that his present stock is nearly exhausted and that so far he has not been able to answer the many requests he has received. When more copies are available, readers of this column will be notified.

Economics films. Here is a booklet that represents a conscientious attempt to provide film users with a brief and objective appraisal of current films and filmstrips useful in economic education. Send \$1 to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Business letters. A handy reference manual has been reprinted from *The Business Executive's Handbook*. It is most useful for teaching the writing of business letters. Send 75 cents to Prentice-Hall, Inc., 70 Fifth Avenue, New York City.

Retailing newsletters. A duplicated retailing newsletter is published periodically and mailed through the co-operation of the College of Business Administration, University of Texas, Austin 12, Texas. It contains news and source material in the field of retailing and is sent *only* to teachers of retailing. A. Hamilton Chute is the editor.

Business management. A series of ten articles that describes how to start a business firm has been reprinted in magazine form from *Changing Times*. Write to *Changing Times*, *The Kiplinger Magazine*, 1729 H Street, N.W., Washington 6, D.C. Please send \$1 for each reprint.

The Constitution. A booklet, "Our Constitution," contains two complete versions of our national document, the Constitution of the United States of America, together with a pictorial history of the United States. Copies are 20 cents each (a 20 per cent discount on quantity orders is allowed) and are available from Birk and Company, 270 Park Avenue, New York 17, New York.

Economic geography. A free pamphlet, "The Eight Precious Metals," provides information on the eight metals of the world. It is available from The International Nickel Company, Inc., 67 Wall Street, New York 5.

WRITER'S CRAMP

BOB HOLOF

I GUESS if I began this tale with "I know you won't believe it . . ." I'd have a better chance of being believed. But¹ I can't begin it that way.

It started only three years ago, but so much has happened since then that it's hard to² believe anything existed before.

I was walking along Third Avenue—aimlessly, as only a starving³ author can walk. "Ambulation," I thought, "is a prerequisite for inspiration!" (A starving author's thoughts⁴ are often pretty affected.)

I was hoping that an idea would hit me. Something I could sell for enough⁵ money to pay the rent on the apartment I shared with my sister. (As if I didn't have enough troubles, my⁶ sister Susie had to come to the city to go to business school.)

At any rate, I was waiting for the light⁷ at 57th—or was it 58th—Street when I saw this pen lying on the curb. Almost without realizing⁸ it, I picked it up and put it in my pocket. (Starving authors eventually form this habit of⁹ picking up things and putting them in their pockets.)

It wasn't until several hours later, back at my desk, that¹⁰ I remembered the pen. I pulled it out and started doodling. (Starving authors doodle as aimlessly as they walk.)¹¹

While I sat there doodling, I thought of, reflected upon, and finally discarded several ideas. It¹² had been like this every time I tried to write for months. After about an hour, I decided to satisfy¹³ a moderately urgent craving for a chocolate malted.

I stood up, rolled down my sleeves, and glanced at the pen¹⁴ lying on the doodle pad. It had a thin point. Now, I've been one for thick points since elementary school when, through¹⁵ clever manipulation of a thick-pointed pen, I was able to make letters in a spelling exam look¹⁶ like any one of three possibilities. I dropped this fine-pointed find into the wastebasket.

buttoned my cuffs,¹⁷ and walked—aimlessly—to the soda shop.

When I returned, several hours later, I was greeted with the fondest¹⁸ welcome my sister has given me since I sold the article on "Disadvantages of the Dewey¹⁹ Decimal System" to the New York Public Library Bulletin.

"Bobby," (this is a term of endearment my²⁰ family has been unable to discard) "Bobby, Robert, Brother, dear," she burred, "It's wonderful!"

I didn't know²¹ what she was talking about. But this kind of encouragement was nice, and Susie is a sure bet to expand on²² any statement as simple as "It's wonderful."

I just smiled loftily and said, "Thanks, Sis."

"It's just the greatest thing²³ you've ever done," she raved on. I figured she had found an old manuscript and mentally began to plan where I²⁴ could market the thing.

"But, tell me, Bob, when did you learn shorthand?" she asked.

"When did I what?" Poor Susie, the strain of that²⁵ business school must have pushed her over the brink.

"When did you learn shorthand?" she repeated, just as plainly as if she²⁶ was in command of her senses.

I looked at her closely and realized she was holding my doodle pad. She was²⁷ poring over the squiggly lines and dots with admiration, emitting little gasps of delight every few²⁸ seconds. She started to read aloud. My doodles!

What she read was beautiful. I must admit that I thought she was²⁹ quoting from a classic. It was a sensitively written short story about a young girl who didn't have a³⁰ date for the senior prom.

While Susie read, I looked over her shoulder. Obviously, without being

aware of³¹ it, I had doodled a story in shorthand.

When I recovered from the initial shock, I managed to convince³² my sister that I had just been doodling. Now, Susie is the type that rubs every old lamp she sees, hoping a³³ genie will pop out. She made me sit down immediately and start doodling again.

I came out with two perfect³⁴ cubes, a series of concentric circles, and the word "doodle" in a deep impression made by retracing. No shorthand.³⁵

Susie did everything possible to encourage me, but I didn't even come up with an interesting³⁶ doodle—much less a story.

Then, in true Sherlock Holmes fashion, she decided to re-create the mood I³⁷ was in when I wrote this shorthand epic. She even went so far as repeating, "Malted, malted," softly in my³⁸ ear. Of course, since I had had three, this was a dismal failure.

It was while Susie was standing behind my shoulder chanting,³⁹ "Chocolate malted," that she noticed my handwriting.

"You're not using the same pen!" she cried vehemently. "Bob,⁴⁰ really, you have to co-operate if we're going to solve this. How do you expect it to work? Where's the other⁴¹ pen?"

Vaguely I remembered throwing it in the wastebasket and had momentary visions of scrounging in⁴² the city dump, a situation that usually occurs in stories of this type. However, neither Susie⁴³ nor I is very neat. There was little chance of the basket's being emptied before next week. So, in ten seconds,⁴⁴ I found the pen and began to doodle again.

I think you all know the rest. Ten best-selling novels in three⁴⁵ years. Enough money to buy a castle, three Cadillacs, and keep my sister in the best business school in the country⁴⁶ developing her shorthand.

I have a reputation for being the

most brilliant young author around and⁴⁷ all I do is doodle.

Even now I'm just doodling. As usual, I won't know what I am saying until Susie⁴⁸ comes home. Perhaps, when I know what it says, I'll tear it up. But that remains to be seen.

I have a strange feeling⁴⁹ that my career as an author may be coming to an end. The thin point is worn to the nib; and, as I jot down⁵⁰ these final words, I notice—quickly, as successful authors do—that my doodles are in a more familiar tongue.⁵¹ English! Why, I'll never know—but, if I write it, you can believe it.

By the way, while I was walking aimlessly⁵² along Park Avenue today, I picked up the funniest looking paint brush. I had stopped for the light at 62d⁵³—or was it 63d—Street, and the brush was just lying there on the curb. . . . (1074)

JUNIOR OGA TEST

The Cat and the Cock

A Cat one day caught a Cock and resolved to make a meal of him. She first asked him what defense he had to make. "What¹ reason can you give," said she, "for your screaming so at night? No honest body can sleep for you."

"Nay," answered the Cock,² "I only crow in the service of man, to tell him when it is time to begin work."

"What nonsense you talk!" said the³ Cat. "You are mistaken if you think that such an excuse as that will do me out of my breakfast."

(No plea will protect⁴ the innocent from unjust judgement.) (87)
Adapted from Aesop's Fables

OGA MEMBERSHIP TEST

One Aim for Victory

Men fail in the pursuit of happiness and success for lack of some aim. Their desires cover the entire field of¹ life, and what success ultimately is realized becomes theirs by sheer accident. Multitudes of people are² beneficiaries of blundering luck.

The successful conduct of an operation hinges on the thought,³ "This one thing I now do." A man is like a factory working on full time. Every function is charged with⁴ energy. His mental effort is prodigious, and the tirelessness with which he keeps at the job is considered a⁵ wonder by a less earnest worker.

This man's intuitions flash, impel, restrain, urge him on restlessly and help⁶ him to make decisions instantly. He is bound to achieve his aim. (132)

Paula Revere!

MARGARET HALE

Prevention is worth several wasted days of a vacation—OR, learn to ride *before* you go to a dude ranch!

LAST YEAR I decided to spend my vacation at a well-known dude ranch in upper New York State. A dude ranch meant¹ horses, and I had never been on a horse in my life. So, weeks before it was time to pack up and leave, I² decided to "learn to ride."

Now it may be told (and I say "now" because I feel that what I have gone through has given³ me the right to declare even my tongue loosened) that horseback-riding had always been a secret—but unrealized⁴—desire of mine. It had taken me years to get up enough courage to do something about it.

First came a⁵ visit to a local tailor. Sol was delighted to know I had taken up riding. He should have been. The breeches⁶ and coat set me back plenty.

Did you ever get into jodhpurs? It seems they must be very tight from about⁷ the knee to the middle of the calf. I just did manage to work myself into mine and adjust my shining new⁸ belt. So far I looked pretty nifty because Sol knows how to fit things.

Then Sol told me to "test the sit." I lowered⁹ myself into the nearest chair and straightened up quickly. "They're too tight," I wailed.

Sol explained that they were supposed to¹⁰ be that way. I tried again, but still I couldn't make it. I felt sure that, if I got all the way down in the chair,¹¹ the breeches would fly off me. "You have to try," said Sol, irritated. I banged down into the chair. If Sol could stand¹² sudden revelation, I was past the point of caring. But, to my amazement, the downward rush stopped at my hipbone¹³ and held.

Sol held up the coat, and I arose gingerly. I slipped on the coat and turned to the mirror. Life would¹⁴ be much easier without mirrors. You've been to a carnival. You've seen dyed-in-the-wool barkers, with their checked suits¹⁵. All I needed was a cigar in one hand and a straw hat on my head!

Then came the little derby. Too bad Sol¹⁶ didn't sell horses. He could have trotted one out right then and there, and I could have cantered up and

down Main Street¹⁷ advertising "Sol's Perfect Riding Ensemble."

Promptly at eight o'clock on the morning of my appointment, I walked¹⁸ into the riding master's office. Freddy, the instructor, and Red, the groom, greeted me cheerily, then stared. Red¹⁹ suggested my leaving the hat in the office, since it didn't have a chin strap and I might lose it. Freddy thought²⁰ that, since it was a warm day, I'd be more comfortable without the coat. By the time they got through with me, I was²¹ probably presentable.

Freddy asked me if I had ever been on a horse. I shook my head.

"Then I'll give you²² a nice, gentle pony," he assured me. "Bring out Satan," he yelled to the stable boy.

Satan proved to be an²³ ebony-black "devil" and hundreds of pounds heavier than a pony. I pointed to the ring and coyly asked Freddy²⁴ if he thought I'd be able to get around the circle once without falling off.

"I don't teach you in the ring,²⁵ I take you right out on the path." He laughed at my look of horror.

"Here, put your foot in this stirrup," he commanded.²⁶

Now few horses are midgets, but I had no idea they were that far off the ground. I raised my foot, but the tight²⁷ knee in the jodhpurs stopped me. I tried again, and this time I succeeded in grazing the stirrup. With a little²⁸ boost from Red I made it; and, with an extra heave from Freddy, I found myself in the saddle.

"Just sit still while I²⁹ adjust the stirrups."

Sit still! I wouldn't have moved for the Queen of England! It was like sitting on a skyscraper.³⁰ I seemed to be the only living thing in the air. On command, I put my feet back in the stirrups. Freddy handed³¹ me the reins and showed me how to place my hands. Ten times he had me drop them and pick them up. I got it right on³² the eleventh—just before Freddy's set smile left his face.

Freddy mounted his horse and came alongside, telling me³³ to touch my horse with my heels. I think it must have been nervous reaction; but I gave poor Satan a healthy kick,³⁴ and the two of us bounded forward into space. Don't ask me how I stayed on—I'll never know! But, as suddenly³⁵

as Satan had leaped, he stopped and I found myself up around his ears, with my knees straight and my arms wrapped tightly around³⁴ the animal's neck.

"Grip with your knees," shouted Freddy.

His advice was impossible to follow. In the first³⁷ place, that "pony" had middle-age spread. His rounded sides defied a grip. I held onto the front of the saddle for³⁸ dear life; and when, for no apparent reason, the animal started to trot, I nearly lifted the saddle off³⁹ his back with each rise and plop of my body.

Freddy then notified me that we were going to "post." I was supposed⁴⁰ to rise from the saddle in rhythm with the movement of the horse. Satan's back and my breeches didn't seem to⁴¹ be able to get together. I'd get up all right, but I'd come down with a series of jolts that shook my eyeteeth.⁴²

After an hour and twenty minutes, I galloped into sight of the barn. My hair was electrified, my crisp, white⁴³ blouse hung in wet, streaked folds, my boots were mud-spattered, and I looked like a fugitive from the swamps.

Freddy and Red⁴⁴ attempted to show me how to dismount, but I slid into their waiting arms like a mass of hot lava. The ground felt⁴⁵ soft and unsteady under me. In response to Freddy's inquiry, I told him I had never felt better in⁴⁶ my life. (Ah, Pidel.)

With my checked coat covering my sopping blouse, and the derby hat jamming my wired hair to my scalp,⁴⁷ I began the "last mile." I tried valiantly to keep my knees together. My feet hit the pavement with a resounding⁴⁸ smack. Every step I took sent shooting pains all through my body.

"Take some hot Epsom-salt baths," Freddy warned.

I⁴⁹ made my painful, creaking way through the house to the bathroom. I started the hot water running into the tub and⁵⁰ dumped a five-pound box of Epsom-salts into its steaming depths. I took off the derby, the coat, the blouse, and the shoes⁵¹ and flung them into a corner. Then I went to work on the jodhpurs. They were wet with perspiration and stuck to⁵² me like glue. Every motion was agony. My temper was rising to a dangerous pitch; but, just when all⁵³ hope seemed gone, the breeches came off and joined their friends in the corner.

For the next twenty-four hours I stewed in salt baths⁵⁴ until I was crusted. The following day, I wended my way back to the House of Satan. We went through the whole⁵⁵ routine again that day and every day for the next two weeks. I kept the Epsom-salt

manufacturers working⁵⁶ day and night, until finally my muscles were completely limbered up and life was good again.

At last, after⁵⁷ Freddy's patient and expert instruction and my many and well-placed callouses, I was able to say, "I⁵⁸ can ride." My only regret was that I had let so many years go by before becoming acquainted with one⁵⁹ of the most enjoyable forms of sport and exercise that the great outdoors has to offer.

To you who have not⁶⁰ tried riding yet, be not dismayed. Just remember one thing—no matter what your age may be, you do not need an⁶¹ athletic background. Only a sturdy one! (1227)

FLASH READING*

Hitch Your Wagon to a Star

MARGARET OTTLEY

IT'S TIME YOU THOUGHT about your future job. We know you want to be a secretary and you hope, therefore, to get¹ your foot in the door via stenography. But, if you do not live in a metropolitan area and² want to work near home, you may find that, at the moment, a stenographic opening is not available. For³ example, there may be a special industry or business office in town with which you have hoped to be connected.⁴ Then, you will consider whether you should continue your efforts to secure the stenographic position⁵ you had in mind or settle for the kind of job now open.

There are many factors to take into consideration⁶ in this business of job-hunting. Even though you are young and believe your business career may be short-lived,⁷ it is something you can't be certain of. I remember when I took my first permanent job that I intended⁸ to remain for only one year. With one year's experience behind me,

I was going on to greener pastures.⁹ Well, the only opening was for a billing clerk, but I wanted to make my start with this firm. After five months¹⁰ I was promoted to a stenographic job, yet I still had thoughts of leaving when the first year was up. However,¹¹ the years came and went, and I stayed on and on. I had established many close friendships. I had become an asset¹² to the firm because, through my experience, I was well informed on company policies and procedures.¹³ I was given job opportunities that I had never anticipated back in that first year. Now I shudder¹⁴ to think what a change of environment might have entailed.

Some of the points you should think about, because the future¹⁵ is at best a gamble, are the opportunities for advancement, health and life insurance programs,¹⁶ recreational facilities, and other special benefits. Services of this type are, as a rule, offered by¹⁷ large organizations. Smaller firms now provide some of them, usually at least health insurance.

Opportunities¹⁸ for advancement will, as a rule, be greater in larger firms; but it is also true that in large firms¹⁹ salary increases normally follow an established pattern whereas, in smaller organizations, the²⁰ salary scale may be much more flexible.

Something else you will want to think about (and this seems to me of far greater²¹ significance for happiness and security in your business life than location) is the kind of²² secretarial work for which you have the greatest inclination. If you like to write and have a flair for words, the²³ editorial department of a publishing firm—books or magazines—or an advertising agency²⁴ would be a good choice because of your natural interest and the opportunity such a job affords to²⁵ develop your abilities.

If you like working with figures, a stenographic job in the accounting, payroll,²⁶ or billing department would be your dish.

If your abilities are well rounded and you have no special²⁷ inclinations, you can undoubtedly be happy in almost any job—if you put your mind to it and develop²⁸ interest in the products or services your company offers. If you have no special enthusiasm²⁹ for your work at first and find, after a few months' trial, that you are unable to develop interest, you³⁰ had best make a break and, if one of your friends has a job that has appeal for you, try your luck at getting a³¹ duplicate of it.

Keep in mind that of utmost importance to job achievement is *interest* in your job—that is³² the golden key to reaching the heights in a secretarial career! (653)

*Vocabulary limited to Chapters Seven and Eight of Gregg Shorthand Simplified.

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NEWS SPOTLIGHT

USOE Wins 50 per cent Budget Increase

. . . from the House Appropriations Committee. The Office of Education was voted \$4,500,000 for fiscal 1957, compared to \$3,050,000 last year. In approving the generous increase, the House committee used a little kinder language about the Office's activities than before. It reiterated last year's statement that "we ought to have an Office of Education that is effective, and one that the educational authorities all over the country would have pride in and look to for leadership and assistance in their problems."

But, the report continued: "The Committee is in substantial agreement with the general plan for increasing the effectiveness of the Office of Education, as was revealed in their budget. However, it also feels that the program which was presented represents a greater expansion of the activities of this office than can be accomplished in an orderly manner in one year." This is being viewed as a sign that the appropriation's green light will be on again next year.

Students Prefer Careers in Sciences, Teaching

. . . according to figures compiled by National Merit Scholarship Corporation. The NMSC, now conducting a nationwide hunt for the country's most able high school seniors, reports that teaching ranks second only to engineering and the sciences as the preferred vocational field of these students. The opinions were assembled from among the 5,078 semifinalists in the NMSC search.

Results show that 56 per cent of the boys and 16 per cent of the girls want to become scientists or engineers. The next largest number want to enter either teaching or health work. More than a third of the girls—36 per cent—plan to become teachers.

Business Spelling Proficiency To Be Improved

. . . by the National Office Management Association. A program of furnishing high schools with free help in the form of examinations was launched last year by the Association. Its immediate acceptance and disturbing results have led to an expansion of the program.

The program consists of three tests, each comprising 100 words common to business. Last year, of 8,000 students taking the tests, only 36 passed the first and none passed all three. This year a list of 900 widely used key words will be given to each student before the exam. Details are available from NOMA chapters.

PEOPLE

• J. L. Holtsclaw, former supervisor of business education in Detroit, Michigan, died in January. He had retired in 1950, after serving 42 years in the business education field.

From his initial position as a teacher of commercial subjects at Cass Technical High School, Holtsclaw rose to be the first principal of the Detroit High School of Commerce, when it was established in 1918. He was appointed the city's Supervising Principal of Commercial Education in 1923. By 1950, he directed business education for 19 high schools, 300 business teachers, and 35 per cent of the high school students of Detroit.

Holtsclaw had served as president of the National Business Teachers Association, the Department of Business of the National Education Association, and the Business Division of the Michigan Education Association. He was the founder of the Detroit Commercial Teachers Club and was the co-author of a general business science textbook.

• J. D. Livingstone resigned in March as vice-president and general manager of Brantley-Draughon College, Fort Worth, Texas. He will become financial secretary and assistant to the president at Texas Wesleyan College. Livingstone had been with Brantley-Draughon College since 1948. He is a former secretary-treasurer of the Southwestern Private Commercial Schools Association and the Texas Association of Commercial Colleges.

Dana R. Hart, formerly of Texas Wesleyan College, succeeds Livingstone at Brantley-Draughon.

• Ray Morgan has been appointed assistant principal at Johnstown (Pennsylvania) High School. He will continue as chairman of the business education department.

• Paul S. Lomax, who will retire in June from the faculty of New York University, will be honored this month by business education graduates of the university. A special din-

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net is scheduled for May 18 at the Hotel Roosevelt, New York City. Further details may be obtained from Joseph Gruber, director of business education, Board of Education, 110 Livingston Street, Brooklyn, New York.

- John Raglan, Gregg Publishing Division, McGraw-Hill Book Company, has been made an honorary member of Lambda Chapter of Delta Pi Epsilon, at Northwestern University, Evanston, Illinois. The citation highlighted Raglan's "long and meritorious service to business education in the Midwest."

- Robert J. Deal and Margaret McEvoy have been named city supervisors of business education in Chicago, Illinois.

Deal will be in charge of shorthand, plus sales and distributive education. Since 1949 he has been at Wilson Junior College, in Chicago. Prior to that, he was for 11 years at Jones Commercial High School, Chicago. He has been teaching business subjects for a total of 30 years.

Miss McEvoy will be in charge of business machines, clerical practice, and also shorthand. She has been chairman of the business education department at Senn High School, Chicago, for the past seven years. A business teacher in Chicago since 1939, she has been at Senn since 1942.

GROUPS

- The Eastern Business Teachers Association elected William Polishook, of Temple University, Philadelphia, as its president for the coming year. The group's annual convention at Atlantic City, New Jersey, also elected vice-president, Thomas Sullivan, of Atlantic City; and secretary, Mary Connelly, of Boston University. Earl Rock, of Newark, New Jersey, was re-elected treasurer. New board members are Albert Fisher, of Boston, who replaces William Gordon; and Herbert Tonne, of New York University, who replaces Helen J. Keily.

The 1957 convention was announced for April 17-19 at the Statler Hotel in New York City.

- The National Association of Educational Secretaries, a department of NEA, will hold its annual convention and workshop at the University of California, Los Angeles. The convention and business meetings will take place July 20-22, when the establishment of professional standards for

educational secretaries will be discussed.

A five-day workshop will follow the convention; it will be held at the University of California, Los Angeles. In charge of local arrangements are Evelyn Shipley and Irene Illingworth, both of Los Angeles.

- The Alpha Iota honorary business society recently added four new chapters to its membership. Theta Upsilon chapter was installed at the Jefferson School of Commerce, Charlottesville, Virginia, by Ginger Pittman, Mid-Atlantic States Regional Councilor. The charter president is Gertrude Mawyer.

Theta Phi chapter was installed at the Clevenger College of Business Administration, Wilkesboro, North Carolina, by Mrs. Ruth Rogers, Southeastern Regional Councilor. Frances Anderson is the chapter's first president.

Theta Tau chapter was installed at Conklin's Great Falls Commercial College by Mrs. Betty Clodfelter, former Northwest Regional Councilor. Charter president is Naida White.

Theta Beta chapter was installed at Reno (Nevada) Business College by Mrs. Helene Harder, regional councilor. Delores Piretto is the charter president.

- The Oregon BEA heard three guest speakers at its annual convention. Robert E. Slaughter, head of the Gregg Publishing Division and vice-president of McGraw-Hill Book Company, discussed Preparing the Student for the Age of Automation. Don Robertson, South-Western Publishing Company, and Verner Dotson, director of business education at Seattle, Washington, presented a panel on record keeping and socio-business subjects.

The new officers elected by the state group are: president, Mrs. Lucille Borigo, Portland; vice-president, Mrs. Elva Martin, Portland; secretary, Edna Jesseph, Tillamook; and treasurer, Gerald Markee, Milton-Freewater.

- The Pennsylvania BEA has elected its new officers for 1956. They are: president, Renetta Heiss, Altoona; vice-presidents, Kenneth A. Shultz, York, and T. H. Penar, Grove City; secretary, Edith Fairlamb, Reading; and treasurer, William Whiteley, Reading.

- The Texas State Teachers Association, District VII, Business Teachers Section, has elected its officers for 1956-57. They are: chairman, Mrs. Faye Clark, Vernon; vice-chairman, Mrs. Lucille Rape, Chillicothe; sec-

retary, Mrs. La Verne Newton, Quannah; treasurer, Abby Wilson, Graham; and reporter, Avis Deavers, Abilene. IBEA board member is Gaynelle Lambert, Abilene.

• The Westchester (New York) County Business Teachers Association held its winter meeting at White Plains in January. A panel discussion on School Administration and Guidance in Business Education was moderated by Milton E. Cagan, dean of the Westchester Commercial School at New Rochelle.

SCHOOLS

Summer workshops in business subjects have been scheduled at the following colleges and universities:

• The University of South Dakota School of Business Education will sponsor its annual workshop in business education on June 28-29, as a part of the regular summer session program in business education. The workshop, which is open to all business teachers, will be devoted to two specific areas: the methods and materials for teaching basic business subjects, and a six-hour course in the teaching of electric typewriting.

Ramon Heimerl, Colorado State College of Education, Greeley, will be a guest lecturer and director of the sessions devoted to basic business. L. M. Collins, Dallas educational consultant of International Business Machines Corporation, will direct the course in electric typing. General director of the Workshop in Business Education is Hulda Vaaler, University of South Dakota, Vermillion.

• Highlands University, Las Vegas, New Mexico, has scheduled two summer workshops. The first—June 11-July 13—will be directed by Herbert Tonne, of New York University. The second—July 16-August 17—will be directed by Leonard J. Porter, of Prentice-Hall, Inc., New York City.

• University of Florida, Gainesville will hold its 1956 Business Education Work Conference at the New Florida Hotel, Lakeland, on September 28 and 29. H. G. Enterline, Indiana University, will be the chief conference consultant. The program will discuss practical problems faced in everyday classroom situations.

The primary project for the conference will be the final preparation of a teaching guide for business educa-

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tion, which will be published by the Florida State Department of Education as a teacher's aid. The planning committee is headed by Robert C. Griffin, General Extension Division of Florida University, Seagle Building, Gainesville. Other committee members are John Hudson, Frank Dame, John H. Moorman, and James W. Crews.

- The Pacific Northwest Business School Administration will hold its annual workshop May 18-19 at Knapp College, Tacoma, Washington. Instructors will include Fred Winger, Theodore Yerian, Sam Wanous, James Brawford, and Robert I. LaDow. I. W. Stevens will also assist.

- The University of Wisconsin, Madison, will hold its tenth annual Institute in Business Education, July 26-27. Featured speakers are Frank Graner, of the School of Commerce; Alan C. Lloyd, Gregg Publishing Division, McGraw-Hill Book Company, and Vernon A. Musselman, University of Kentucky. They will give talks in the field of family finance, typewriting, and basic business and bookkeeping. In charge is Russell J. Hosler, School of Education, University of Wisconsin, Madison 6, Wisconsin.

GENERAL

- Women college graduates should be drafted to teach school for two years, said John Fischer, editor-in-chief of *Harper's Magazine*, in a recent "Easy Chair" column. He repeated here the idea of a letter published in the *New York Times*.

"To put the argument on the cruelest possible grounds," he wrote, "better education is vital to the national security; and so far we have no blueprint for getting it. The various Federal aid-to-education proposals would help cure the shortage of classrooms, but would do very little about the lack of teachers.

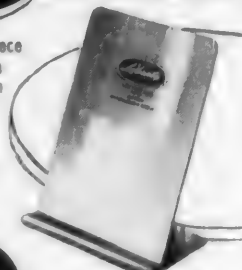
"It should not be impossible," he continued, "to work out a practical scheme for drafting women college graduates for a six-month course in basic training for teaching, plus eighteen months' service in the school. Such a system would not, of course, produce first-rate teachers—but second-rate teachers are better than none at all."

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Lucien A. Brouha, chief of the physiology section, Haskell Laboratory, E. I. duPont de Nemours & Company. In the April issue of *Office Executive*, Brouha says that workers tire more quickly when temperatures are high because of increased heart action.

He offers management five corrective suggestions:

1. Have an adequate ventilation system.
2. Insulate sources of heat properly.
3. Protect workers with screens or special clothing, if necessary.
4. Develop methods and equipment so that workers can be located as far as possible from sources of heat, such as radiators. Provide air conditioning, if possible.

5. Keep readily available an adequate supply of drinking water at 42° to 45° F.

• The 37th International Office Management Conference will be held in Philadelphia, May 20-24. The Chapter President's dinner is scheduled for the Benjamin Franklin Hotel on the night of the 20th. The Business Teacher of the Year Award, and the Shulhof, Merit, and Publicity awards will be presented at this dinner. The Leffingwell Medal and NOMA Fellowship presentations will be made at the annual banquet on May 24. The keynote address will be given by Morris B. Pendleton, Los Angeles.

SUMMER SCHOOL DIRECTORY (SUPPLEMENT)

THE LISTING below supplements the Summer School Directory published last month in BEW. It contains information received too late for inclusion in that issue. Following the dates of the summer terms in each listing are the names of personnel to contact (if two names are given, the first is in charge of matriculation, the second heads the business education program; if only one is given, it is the latter). Key letters and numbers after these names indicate course offerings.

Key

- M Master's degree program
- D Doctor's degree program
- U Undergraduate courses only
- C Conference to be held
- 1 Typewriting, Methods in
- 2 Bookkeeping, Methods in
- 3 Skill Subjects, Methods in
- 4 Shorthand, Methods in
- 5 Basic (General) Business, Methods in
- 6 Office (Sec'l) Practice, Methods in
- 7 All Subjects, Methods in
- 8 Office Machines, Methods in
- 9 Distributive Education, Methods in
- 10 Consumer Education, Methods in
- 11 Curriculum in Business Education
- 12 Administration and/or Supervision
- 13 Guidance in Business Education
- 14 Work-Experience (earn-learn) Course
- 15 Principles and/or Problems of Bus. Ed.
- + And other graduate courses

ALABAMA

Alabama Polytechnic Institute, Auburn. June 11-August 24. Charles W. Edwards, registrar; Dr. Truman M. Pierce. U

CALIFORNIA

Sacramento State College, Sacramento. June 25-August 3. Harold B. Roberts; John R. Cox. M, 11

Stanford University, Stanford. Begins June 26. Dr. Fred S. Cook. M, D, 7, 12, 14, +

MICHIGAN

Michigan State University, East Lansing. June 26-August 3 or June 26-August 24. Dr. Lyle Maxwell. M, 1, 3, 6, 15, +

MINNESOTA

Gustavus Adolphus College, St. Peter. June 11-July 20. Chester O. Johnson; Kyle Montague. U

University of Minnesota, Minneapolis. Two terms: June 11-July 14; July 16-August 18. Theodore Blegen; Raymond G. Price. M, D, 3, 6, 9, 10, 11, 14, 15, +

MISSOURI

Washington University, St. Louis. Two terms: June 18-July 20; July 23-August 24. +

NEW YORK

St. Bonaventure University, St. Bonaventure. Rev. Ambrose Buckingham, O.F.M.; James L. Hayes. U

NORTH DAKOTA

State Teachers College, Minot. June 11-August 3. Emil Sather, registrar; J. Bernard Busse. U

OHIO

The Youngstown University, Youngstown. Two terms: June 11-July 14; July 16-August 18. H. W. Jones; Dr. G. M. Wilcox. U

PENNSYLVANIA

Pennsylvania State University, University Park. Three terms: June 11-29; July 2-August 11; August 13-31. M. R. Trabue; Dr. James Gemmell. M, D, C, 3, 4, 6, 7, 12, +

WEST VIRGINIA

West Virginia Institute of Technology, Montgomery. June 3-August 4. Fred Gilchrist; Dr. Reed Davis. C, U
West Liberty State College, West Liberty. Two terms: June 4-July 13; July 16-August 24. Dr. Jesse Pugh, registrar; Keith H. Burdick. C, U

CANADA

Provincial Summer School of Education, Vancouver, British Columbia. July 4-August 7. R. T. Wallace. U

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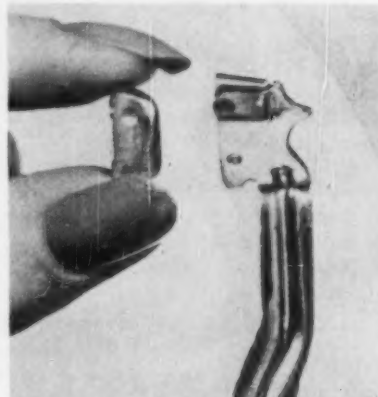
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Cathie: No, Edna. This is the driest cave in New Hampshire.

Edna: You’re spending your whole summer vacation here? But why?

Cathie: Teaching electric typing got me down. Drove me wild. The classes weren’t learning. I simply couldn’t teach on the machines we had. That’s why I’m ’way, ’way away.

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Cathie: Why? They’re all alike.

Edna: *No, they’re not!* Royal Electrics have five distinct advantages—the repeat keys for example—which make them easier to teach on, easier to learn on. The Royal touch is divine. And as for Magic[®] Margin, instant carriage return, and Touch Control[®]—they’re out of this world.

Cathie: (wistfully) They *do* sound good...after those clumsy machines. But...

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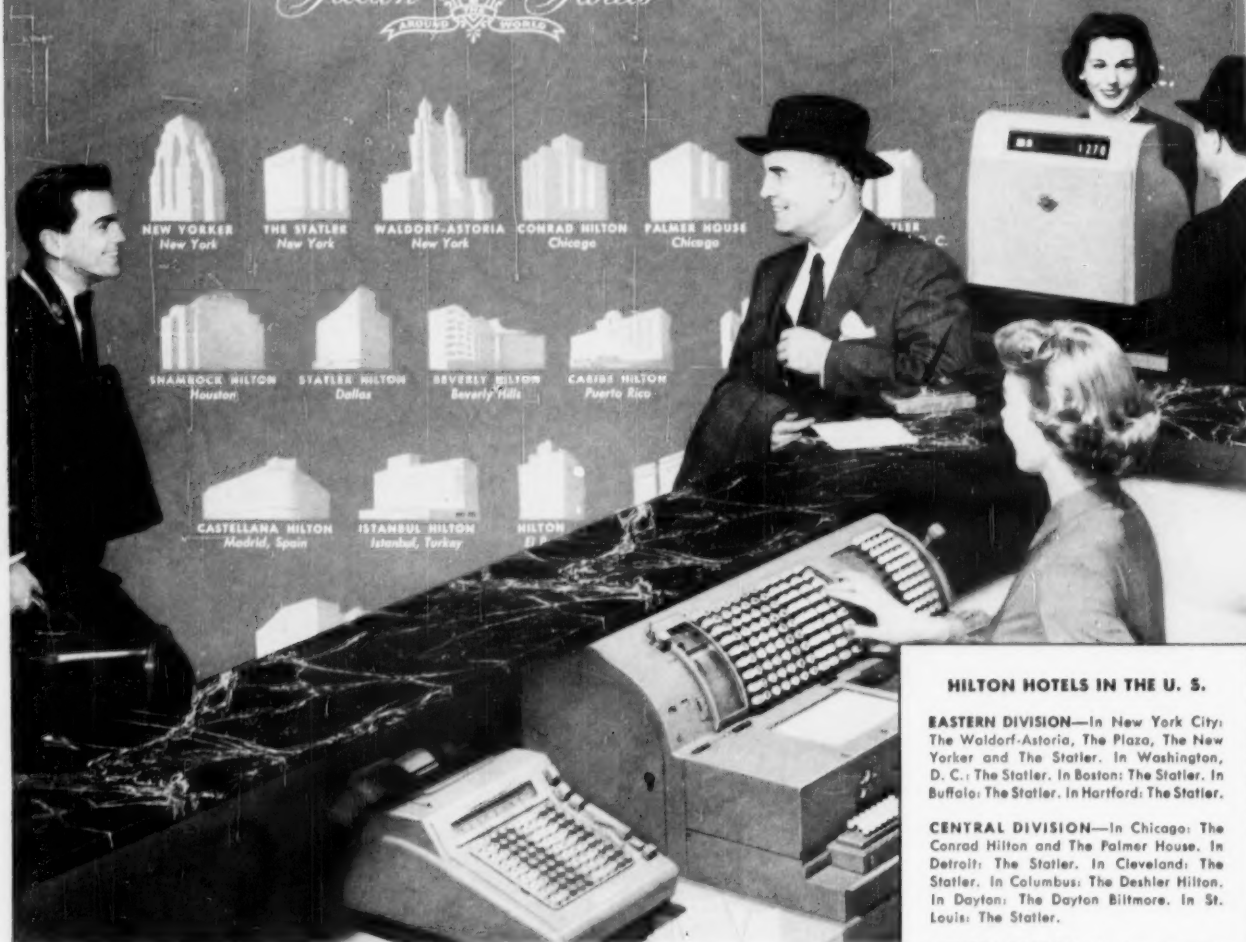
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